

A Professional Development Program in Jaime Salazar Robledo School through Pondering Upon
Content and Language Integrated Learning

by

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RESUMEN

El objetivo de este proyecto de investigación fue analizar el proceso del desarrollo profesional de los participantes a través de la reflexión y la práctica constante con respecto a la implementación de lecciones de lenguaje y contenido integrados. El enfoque estaba basado en el desarrollo profesional de los docentes, los cuales pertenecían a un colegio público en Pereira, Colombia. El proyecto tuvo como objetivo conocer las percepciones de los docentes sobre las metodologías utilizadas durante las implementaciones, así como sus experiencias como aprendices del idioma en el programa de desarrollo profesional.

Los resultados de este estudio muestran aquellos docentes fueron capaces de ir a través de un ciclo constante en el que la práctica y la reflexión se encontraban, y así, ellos pudieron mejorar la manera en que implementaban las lecciones con el lenguaje y contenido integrados. Además, durante el programa de desarrollo profesional, los docentes desarrollaron una habilidad de trabajo colaborativo con el cual fueron capaces de implementar lecciones similares y reflexionar sobre los resultados. Finalmente, ellos compartieron sus percepciones acerca de cómo el programa de desarrollo profesional les ayudo a crecer como profesionales y aprendices de la lengua inglesa

Para concluir, es necesario resaltar que para los docentes, el ciclo de reflexión fue crucial para crecer profesionalmente, y para mejorar la implementación de las clases de lenguaje y contenido integrados en el colegio donde laboran, teniendo en cuenta sus propias perspectivas durante el programa. Por lo tanto, hay una necesidad de continuidad con este programa para fortalecer el ciclo antes mencionado y para tener como resultado final el nivel que se espera con

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respecto al desarrollo profesional y las implementaciones teniendo en cuenta que son un proceso el cual los profesores llevaron a cabo aplicando contenido de otras áreas del conocimiento en las clases de inglés que conlleva a una reflexión posterior a este

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ABSTRACT

The purpose of this research project was to analyze the process of professional development of the participants through the constant reflection and practice upon the implementation of content and language integrated lessons. The focus was on the professional development of the in-service teachers; they were in-service teachers from a public school in Pereira Colombia. The project expected to see their perceptions towards the methodology used during the implementations as well as their experience as language learners in the Professional Development (PD) program they attended.

The findings showed that the in-service teachers were able to go through a constant cycle where practice and reflection were encountered, so they could improve the way they implemented content and language integrated lessons. Additionally, during the PD program, the in-service teachers developed a collaborative work skill in which they were able to implement similar lessons to reflect on the results. Finally, they shared their perceptions about how the PD program helped them grow as professionals, and language learners.

To conclude, for the in-service teachers the reflective cycle was crucial to grow professionally and to improve the implementation of CLIL classes into the Jaime Salazar Robledo school, taking into account, their perspectives about the program itself. There is a need to continue with this program to strengthen the cycle mentioned above to have as a final result the intended level of professional development as well as the implementations which are the applications of content from a different subject matter on the English classes leading to a reflection after accomplishing them.

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STATEMENT OF THE PROBLEM

The universality and the internationalization are key values which, nowadays, are part of a quality education. These values ensure an education that extends beyond the classroom and encompass the possibility of establishing global learning contexts. The internet, as an example of these global contexts, evidences universality and internationalization values by providing easy and immediate access to international communities, where millions of people are connected simultaneously exchanging information in multiple languages (*National Accreditation Council, 2009*). The NCA, a governing figure for academic quality in Colombia, establishes criteria which higher education should follow. The universality and the internationalization are an essential part of the educational quality criteria that this figure establishes.

The universality allows learners to be part of a broader social context. This is why the validity of universality is not subject to the geographical context, but on the contrary, it is consolidated as the possibility to access other learning scenarios and to impact other societies through the contact with other cultures. Consequently, universality includes all the necessary values for learners to have the opportunity to access more universal learning and social scenarios. This access is facilitated by internationalization which, as an educational policy, develops programs and strategies which promote the exchange of communities, curricula and academic networks, among others. Casals (2001) characterizes globalization as a “unique space without borders” (p.22), in other words, we should take into consideration universality, internationalization, and the phenomenon of globalization as they have led education in general to think beyond physical scenarios which condition or limit it. According to the UNESCO world

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report (2005), the quality of education is not a new analysis, and there have been already identified some factors that determine it, which according to this report are: “the number of students per teacher, the quality of infrastructure, the material made available for students and teachers, and the teacher training”. (p.89). Even when all factors may be important to consider in this study, we only took into consideration the training of teachers as one element that ensures the quality of education and makes possible the reality of this research.

The XXI century globalized world requires an academic community of teachers, administrators and students who are able to interact in different global contexts. Thus, the knowledge of a foreign language becomes a fundamental value for the social development of the academic community on a universal-international context in order to be part of a globalized world. Nowadays, the need for globalization has meant that foreign language teaching is considered different from what it was in the past. In countries such as Colombia, the foreign language is seen as an opportunity for the globalization of education, even including international standards for the development of language education. As said by the Ministry of Education (2006), being proficient in another language is essential in the globalized world and plays a decisive role in the country's development, which requires being able to communicate better, understanding other contexts and being understood. However, the foreign language is still seen as another subject of the curriculum, in other words, language teaching does not envision a global reach. Bonilla (2012) complements that the problem of the vision of education in Colombia is that the teaching of English is still considered as to form in the language as such, so teachers focus on the structural aspects of the language and not on the cultural or social factors given by this relationship. (p. 185).

Colombian view of language teaching

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Foreign language teaching in the Colombian educational system has gone through several changes over the past 20 years. Traditional methods of teaching, in which the teacher was in charge of “bringing knowledge” to the classroom, are gradually being replaced by methodological alternatives which seek that the student appropriates of the language and achieves to apply the knowledge of this in different contexts (*Ministry of Education, 2011*). In response to the need of developing linguistic skills in a foreign language in Colombia, the Ministry of Education started the project “*Fortalecimiento de Competencias en Lengua Extranjera*”. In particular, this project represents a vision of the country, which includes the application and use of knowledge in the language to impact areas such as science, technology and commerce; this is in order to promote economic and professional competitiveness in international contexts. This national proposal frames the development of linguistic policies aimed at consolidating the country as a bilingual nation from different areas including education as the axis of the program.

In 2004, the Ministry of Education, generated the (“*Plan Nacional de Bilingüismo*”) which embodies a series of processes that seek to establish a more rigorous and systematic monitoring to each of the proposals to be consolidated within the country as an axis to become a bilingual country. The processes covered from this “macro” proposal were, from the national diagnosis in terms of English language teaching, language profiles of both teachers and students in primary and secondary, and the state of the art of bilingualism in the country. When the diagnostics were performed, many of the needs and weaknesses that the educational sector had in terms of knowledge of the foreign language (English) by teachers and students were visualized. Through multiple standardized and placement tests, it has been shown that educators from different parts of the country do not have sufficient language skills to teach the language in the

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educational level that they are teaching, in other words, the linguistic profile of the teachers does not match the needs of students by educational cycle. The Ministry of Education¹, shares the following national statistics of foreign language proficiency:

- There are 450,000 people who have an intermediate English level –B1² (1% of the population).
- 35,000 people who have an advanced English level –C1 (less than 0.08% of the population).

These initial statistics showed that the levels expected by the Ministry of Education, the Secretaries of Education, and the institutions were not a reality in the national context, as the skills required by the teachers did not correspond to the expectations proposed.

In 2011, the Ministry of Education introduced the new addressing of the national policies in terms of foreign language training, which caused the changing of the name of the national project from “Proyecto Nacional de Bilingüismo” to “Fortalecimiento de Competencias en Lenguas Extranjeras”, in which national realities and the proposals for national development of bilingualism are framed, as it is said in the aim of the project: “To develop communicative skills in English to educators and students from the sector to support the inclusion of human capital to the knowledge economy and to the globalized labor market”. It is noteworthy that the values of universality and internationalization are barely evident in the new objectives of the ministry.

¹MINISTRY OF EDUCATION.Lecture Educational Policies of English teaching “English Next: what is next for Colombia?” May 9th, 2006.

²The basic standards in the context of the *Programa Nacional de Bilingüismo* are the following: A1 (Beginner, grades 1 to 3), A2 (Basic, grades 4 to 7), B1 (Pre-intermediate, grades 8 to 11) B2 (intermediate), C1 (pre-advanced) C2 (Advanced). The last three are expected standards for higher education.

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The ministry introduced again the statistics showing how, despite five years of implementation of the national plan; the results continue to show low levels of foreign language proficiency. Furthermore, we can interpret from these results that there are some values on linguistic proficiency levels indicated and not focusing on the development of language skills applied to academic disciplines. For example, the statistics show the indicator focused on English proficiency according to a specific level, pre intermediate or intermediate, not on the application of the language to a discipline of knowledge.

Indicators	Baseline	Goal	Goal
		2011	2014
1. % of students from 11 grade with proficiency in pre intermediate English B1	11 %	15 %	40 %
2. % of English teachers with proficiency in intermediate English B2	15 %	19 %	100 %

Figure 1 Statistics focused on English proficiency.

In figure 1, the indicators show the baseline and the figures expected by the ministry. It is reported that the percentage of students with the level corresponding to what is established in the *Guía 22: el reto*, is only 11%, and the English teachers with the level corresponding to the

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education of these students is 15%. That is to say, eleventh grade students must be proficient in a pre-intermediate level (B1), and the teachers who teach at this level must be proficient in an intermediate level (B2).

Additionally, the *Instituto Colombiano para el Fomento de la Educación Superior (ICFES)*, conducted a characterization process of teachers with foreign language competence. This characterization diagnosed teachers from primary and secondary education. Similarly, as presented by the ministry, we could identify that the results showed that the levels of competence in a foreign language did not correspond to the level of training that teachers should have, or the training that should be established with the students.

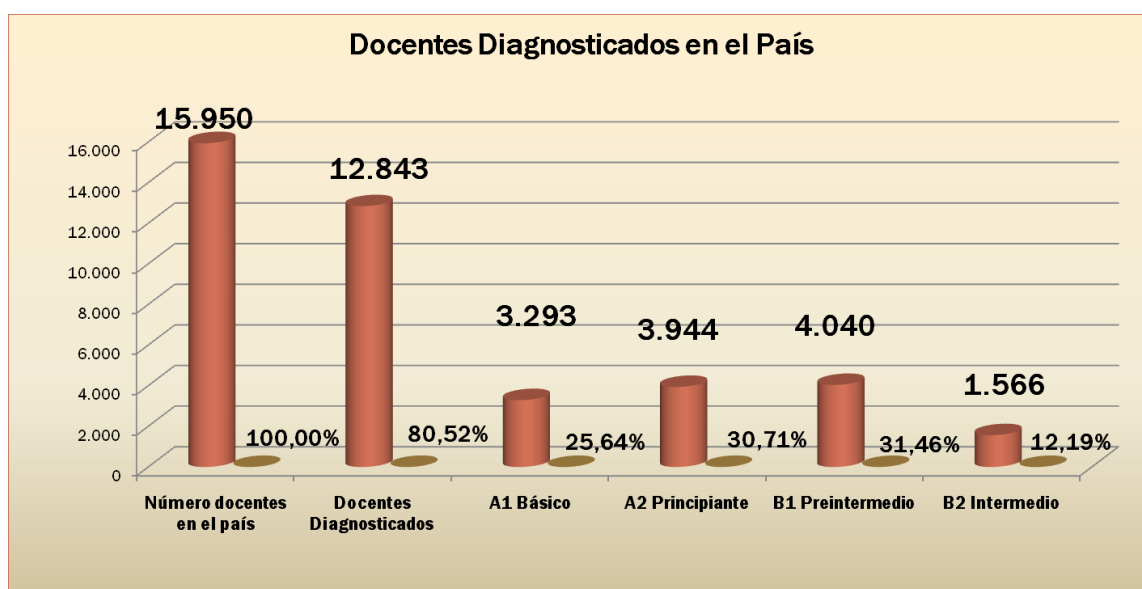


Figure 2 Teachers diagnosed in English language proficiency in Colombia, 2011.

This figure shows that almost more than 7000 teachers are at a beginner level, that is 55% percent of the teaching population does not have the level corresponding to their education, or to the level that students should achieve by the end of their academic process. Similarly, the *Ministry of Education* established that apart from the linguistic competence, the teachers do not

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have current methodologies that allow students to have communicative practices both in the classrooms and in the institutions (*Ministry of Education, 2011*)³.

Being more specific, in the context of Pereira, the state test Saber-11 showed the results of 2007-2010, which revealed that 7.8% of the students obtained the language level A2 (Upper-basic); 32.9% of them were located in an A1 level (Basic); 52% of the students obtained an A0 (Null); only 5.5% of the students were in a B1 level (Intermediate). Thus, it is necessary to establish proposals to help strengthen not only the development of foreign language skills by teachers and students, but to establish areas of foreign language use beyond traditional teaching practices, and also to generate proposals which conceive models seeking real linguistic contexts where learners are exposed to bilingual learning spaces further than having the English as a goal that is not used beyond the foreign language classrooms.

Proposal

In this way, the proposal for the intervention to a public institution of the municipality of Pereira, which sought to develop bilingual education within them, was established. This proposal was built from the project called Bilingualism Intervention Project CHANGE, as it was considered that its accomplishment was looking for a “change” in the education to which children have access, and an invitation to teachers to be part of the “change”. Consequently, a teacher training program in language and content integrated language teaching was developed,

³Ministry of Education.(2011) National Bilingualism Day. National Diagnostic Report.

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which, as a consequence, would build new bilingual learning spaces in public school and break the social barriers that bilingual education can have.

Bonilla (2012), quoting Kumaravadivelu, said that today's teachers should encourage students to "be open to the world and understand that the development of a language is another way for students to gain power" (p.187). According to Kumaravadivelu, a teacher should make students see learning languages beyond the codes or developing skills to communicate, and recognize the possibility of transforming their realities with the use of a foreign language. This means that, as Bonilla stated, it is necessary to make the foreign language more meaningful when having the possibility to acquire it in areas where language serves to be participants in different contexts, with different people and situations.

Therefore, the development process of this study was based on primary teacher training, which developed two axes, the first was the linguistic training aimed to develop foreign language competences, the second focused on training in the model of content based instruction, as well as methodologies of bilingual education. These two processes were articulated in order to develop foreign language competences in primary teachers from the school in which this project is developed based not only on purely linguistic aspects, but also to have the ability to create learning environments consistent with national and international needs. Ada and Baker (2001) say that when children learn the language in elementary school, this process occurs in an "informal, unconscious, almost accidental" way. (p.168). As said by them, teaching does not focus on the language, but on the development of academic content through it, which makes the language be acquired naturally, and if maintained throughout the school, children can become bilingual and learn the content of primary school at the same time.

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Along with this, Bonilla (2012) states that it is necessary to establish more holistic methodologies in which the language is conceived as a means of communication, and it is necessary to teach it through content-based approaches. Otherwise, it will be impossible for students to establish real communication processes. In terms of the articulation of language and content, arises Content-Based Instruction (CBI) as a teaching model since CBI emphasizes learning about “something” instead of learning about the “language”. This interest has been spread to contexts of English as a Foreign Language (EFL) where it has been seen how programs can create bilingual environments in monolingual contexts (Davies, 2003).

We conclude by saying that this proposal helped the development of the municipality of Pereira starting from a specific educational context and reaching potential results extrapolated to other institutions of the region.

Research questions

1. What is seen in a Professional Development program conducted in a public school about teachers' growth?
2. What are teachers' perceptions towards a Professional Development program conducted in a public school?

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THEORETICAL FRAMEWORK

In this section, the reader is going to find relevant terms which allow the development of the present study. These terms constitute the theoretical foundations based on the descriptions made by the authors. Moreover, this section has research studies that corroborate what the theory explains from a specific term. For this reason, Professional development is the first term to be defined in order to specify the dimensions and the scope this research refers to.

Professional Development

The concept of Professional Development has become a buzz-word in several professional fields. There are a bunch of strategies and methods that are being applied in the foreign language teaching/learning contexts in order to achieve foreign language proficiency, but also there is a parameter highly pointed out lately: Professional Development. The latter seeks to reinforce the pedagogical and linguistic competences that English teachers need to have in order to contribute in a great deal to this proposal not only with language knowledge but with a whole baggage of methodologies and awareness of the processes that might take place in an artificial learning environment.

Stempinski (2011) wrote in an article for the St.Petersburg Times “No matter how proficient you are at what you do, there are always new skills you can learn.” The reason why (*Professional development*) PD has become thousands of companies’ main concern is because there’s a constant need for improvement through learning and growing. Specifically speaking on

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the education field, the Proposed Amendments to Section 9101 (34) of the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001 defines Professional development as a “comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement”(p. 17). This intends to prove that skillfulness from educators must be aligned to the students’ achievement of academic standards.

More specifically, “ teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” (Glatthorn 1995; p. 41) . Teaching experience is a key factor to succeed as a teacher, but it is not the only or most relevant one. When a teacher is able to examine her teaching after being exposed to a whole awareness process, he is in the position of making changes into his own teaching an improving the latter enormously. Now that it is been said that the content teachers (teachers who teach all the other subjects but English), will be growing professionally through the learning or improving of their English language skills, it is necessary to specify the role of the English language teachers. Reitz (2004) explains that professional development is when teachers are aware of the process they are taking and they decide to participate in training programs in order to enrich their teaching abilities so that they can improve their teaching practice.

In the same fashion, Yeh (2005) states that during the process of professional development, the teachers experience different kind of sensations towards the implementation of a class such as: fear to failure, lack of students’ positive response. This author adds that teachers need to take the risks to implement classes in the target language given the fact that teaching is not a perfect job and there are moments in which a teacher faces different situations; nevertheless, teachers

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can overcome those sensations by implementing a variety of strategies such as teachers' study groups where they can construct and share knowledge through a process of interweaving their schemata and valuable experiences. In this sense, Sierra-Piedrahita (2007) argue that professional development refers to practice about promoting available resources and activities in order to receive feedback not only by the teacher but also by other colleagues who are part of study groups in which teachers share experiences and views of education that allow personal and professional growth given the fact that collaborative learning plays an important role in all the process of professional development.

Gutierrez and Buitrago (2009) point out that during the process of growing professionally, the teachers have to understand that there are some feelings such as: teachers' fear to failure, willing to fulfill students' needs that are normal and part of the process of professional development. These authors also express that in order to accomplish a successful professional development, the teachers need to be in constant reflection of what they are doing in the learning scenario and they need also to change and innovate in their teaching practice. According to Smylie cited by Boggs (1996), recognizing the weakness and strengths facilitates the professional development in teachers who are aware of the process they are experimenting through a course in which they share knowledge with their colleagues, and their instructors.

Many research studies have been conducted on the topic of Professional Development concerning results based on the quality of teaching and consequently learning. In a study titled: How teachers change: a study of professional development in adult education (Cristine Smith, Judy Hofer, Marily Gillespie, Marla Solomon) investigated how teachers in charge of adult education changed after participating in different PD programs in the form of multisession workshops, mentor teacher group and practitioner research group. The study was conducted by

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the NCSALL (National Center for the Study of Adult Learning and Literacy) Professional study group in three new England states (Maine, Massachusetts, and Connecticut).

The sample included the participation of 106 female and male teachers, as mentioned above, three models of PD were implemented. The workshops were given in several sessions and involved experiential and active learning activities. The mentor teacher groups developed study circles, peer coaching and observation. Lastly, in the practitioner research groups, teachers advanced in classroom research by collecting and analyzing data to answer teaching/learning questions. The findings proposed by this study suggest that most teachers changed in terms of knowledge or actions in their classrooms. One of the ultimate goals was teachers' access to benefits such as preparation time through their adult education job; another ones, was to access to decision making in the program they were taking part of.

In another study conducted at *UTP (Universidad Tecnológica de Pereira)* called Professional development through an English study group by Bedoya and Montoya (2011). This study makes emphasis on the teachers' professional development in which reflection plays an important role as a way of improving their teaching practice. In this study, Bedoya and Montoya consider professional development as a source for implementing reflection in order to lead educational changes; specifically, in their learning scenarios where the teachers- participants do their job. The data collection methods used to gather the data were reflective logs, survey, audio transcriptions of the sessions, and interviews. The data collected was analyzed through triangulation methods with the purpose of corroborating the information gathered by using the above methods. Based on the different perceptions regarding professional development, language teacher's empowerment is going to be explained as a fundamental part of professional growing.

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Language Teachers' empowerment

Another relevant aspect dealing with professional development is language teacher's empowerment which plays an important role in this study due to the fact that it is one of the processes implemented in the courses given to the in-service-teachers.

De Mejía & Tejada (2001), cite Cameron *et al* (1992) where they say that empowerment is not the transferring from 'the powerful' to 'the powerless', but getting to grips with "the complex positioning of real individuals". On another aspect, Gieve & Magalhaes (1994: 131) following Bhavnani (1990) propose a general definition of empowerment as "the ability to value one's knowledge of others"; therefore, here it is acknowledged that empowerment includes a process of critical consciousness raising and foregrounding the active role of each individual in his/her own process of empowerment.

De Mejía & Tejada define empowerment as: "Empowerment is the process through which the participants in the research become conscious of their capacities, potential, knowledge and experiences in the area, so that they can assume responsibilities in the development of autonomy and full participation in decision-making, not only during the research process, but also in the following phases of assessment and modification of the proposals in the light of the changes and new advances in national educational policies." (de Mejía & Tejada, 2001: 3-4). In the definition given by de Mejía & Tejada, the focus is on the process and not on the product. They define empowerment as an ongoing process of becoming conscious of many of their abilities in order to "assume responsibilities in the development of autonomy and full participation in decision-making", and not a goal that is achieved at the end. During this process, teachers start to realize

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their abilities and start to make use of them in order to improve their teaching, and at the same time, they are able to make the appropriate decisions to improve what they need.

The research project carried out by de Mejía & Tejada, 2001-titled *Empowerment in the processes of bilingual curricular construction: Reality or Illusion?* Is concerned with establishing whether it is possible to bring about an effective transformation not only of institutional policies and practices, but also of the ideas of the participants taking part in the project, in the light of current theory and practice in the field of bilingualism, by means of a collaborative research project aimed at facilitating the empowerment of all those involved. The research was conducted in *El Colegio Sagrado Corazón del Valle de Lili*, a private school situated in the south of the city of Cali, Colombia. A micro-ethnographic methodological perspective was adopted and various data sources used to ensure appropriate triangulation. All participants were asked to reflect on their experiences registering how they felt about the process and mode of working, and how they were contributing to the ongoing process of curricular construction of the project every three or four months through a diary. And third, Interviews with selected participants, to find out about their views on the process of empowerment as developed in the project, were also carried out. Finally, De Mejía & Tejada (2001) report that it is evident that empowerment is not about transferring power from the powerful to the powerless but about valuing each person's expertise and in so doing so, participants become conscious of their capacities, potential, knowledge and experiences in the area. They then conclude that empowerment in a processes of bilingual curricular construction, is a reality, not an illusion, albeit of a complex nature (De Mejia, Tejada, and Colmenares 2003; p.510).

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Reflective teaching

Within the language empowerment training course, reflection plays an important role given the fact that the English language teachers need to analyze and reflect on different issues concerning their teaching practice. Richards (1996) states that reflective teaching refers to changes in the way teachers usually perceive their classes, attitudes, and behaviors so that critical reflection can be done. This author defines reflective teaching as an approach to second language teaching and learning in which the facilitator collects and obtains data about teaching experiences; based on the data obtained, the teacher examines certain issues such as the attitudes, beliefs and assumptions and use the information as a basis for critical reflection. Farrell (2003) explains that in the process of implementing a reflective teaching approach, the teachers start to reflect on their teaching practice in order to change and innovate what has been happening in the classes; this process is defined by Farrell as *reflection for action*.

Schön (1987) cited by Wallace (1991) defines reflective teaching as “the ability of professionals to think what they are doing while they are doing it” Wallace (1991) presents his model of reflective teaching based on Schön’s concept associated with “knowing in action” and “reflection”. In this concept, Wallace (1991) explains that the trainee’s background knowledge is the pre-training stage for reflective teaching. Once the trainees received “academic knowledge”, which can be challenged with “experiential knowledge” (classroom practice) as a way of professional development. These two concepts (academic knowledge and experiential knowledge) are followed by teaching practices which are cyclically linked to constant reflection that aims professional growth as the end result.

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On the other hand, Brown (2002) mentions that throughout the process of applying reflective teaching in the classroom, the teachers should be aware of some elements of the class which facilitate the development of a successful language lesson where reflection should be considered as a relevant aspect to achieve language goals. Those elements are rapport, classroom atmosphere, seating arrangements. This author attributes that creating a positive classroom climate is essential to activate students' motivation towards the class in the sense that they want to learn; Brown (2002) also mentions that the process of creating a positive atmosphere in a class includes different elements such as the organization of the content, the rapport, and the energy the teacher transmits to the learners.

Several studies on the topic of reflective teaching present results concerning this concept, conducted at *UTP (Universidad Tecnológica de Pereira)* called Professional development through an English study group, reflective teaching is a process in which personal experiences help to construct the reflection process in the classroom and also helps in the professional development of the teachers. The study is based on the teachers' professional development in which reflection plays an important role as a way of improving their teaching practice. In the findings suggested by this study, reflective teaching is seen as a permanent process that promotes changes in the way teachers perceive their teaching experience by making decisions on what they are doing in the classes, and by implementing new methodologies and strategies that facilitate positive changes in the development of the classes and also in their professional growth as in-service teachers.

In Another research on reflective teaching conducted in Chicago at University of Illinois (2003), explains that reflective teaching serve as a bridge between theory and practice and also as a way for professional growth. This project was developed in an analysis mathematics in-service

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teacher course in which the researcher observed in-service teachers' beliefs and attitudes towards the class; the information collected helped the teacher to reflect upon his classes and to change what he was doing. This study concludes by saying that reflective teaching is a teaching model which is applied in a class with the purpose of contributing to successful educational changes and also to change the way students have perceived their classes. Once the teachers reflect on their process, they start becoming aware of their weakness and strengths in their language development process; therefore, language awareness constitutes a relevant concept in this project.

Language Awareness

The term language awareness needs to be defined due to its relevance in the language teaching field since in this project the teachers raised awareness on how the English language works, and how this language could be used in order to teach content classes. Tomlinson (2003) points out that language awareness is a mental attribute which allows learners to pay specific attention on how a language is used, and it also helps the learners to understand gradually how a language works. Carter (2003) defines language awareness as the process by which students discover and explore the language by themselves so that they can gain insights about the structure of the language; then, students can comprehend how to use the language in different settings and for different purposes. Similarly, James (1996) mentions that language awareness as the possession of metacognition processes about language in general; it implies that the learners are able to master their language skills, and to analyze what of those skills need improvement.

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Forgaty (2006) mentions about the importance of the metacognitive reflection with the purpose of increasing language awareness; it signifies that metacognition is Learning to learn and it refers to the process of becoming aware of one's strengths and weaknesses as a learner. Once the learners are aware of their own learning process, they will be able to reflect on their weakness and strengths and master the language in a successful way.

Different studies have been conducted about language awareness. One of them is a study done by Prtic (2008); he explains the role of language awareness in an upper-intermediate Swedish school making emphasis on cognitive aspects such as: the development of language skills, cognitive process (analysis and interpretation). The participants of this project were high-school learners in France who were learning Swedish as a foreign language. According to Prtic's study, language awareness is the knowledge about the language which is divided in two relevant factors: language proficiency which refers to the abilities to use the language appropriately, and subject-matter knowledge implying the understanding of functions and structures of the language. At the end of the research, the researcher concludes that the teachers at Swedish upper-intermediate school need to implement a language awareness methodology in order to facilitate teaching and to help students to develop language skills. Language awareness is one of the leading elements which make part of the process to establish a bilingual education.

Bilingual education

In this point, it is necessary to highlight that the term language awareness is relatively connected to the term Bilingual education since being aware of language learning is the starting point to become bilingual. Also, it is relevant to introduce the importance of the term

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bilingualism before the introduction of the term bilingual education in order to have a clearer perspective about these two aspects. According to Hamers and Blanc (2000), bilingualism refers to the ability of some individuals, who are part of a society, to interact in two languages.

Hamers and Blanc (2000) also state that according to popular views, being bilingual means being able to communicate in two languages perfectly, but they do not agree with that view since for them it is not necessary to have native-like proficiency in both languages for being a bilingual. Hamers and Blanc (2000) argue that when two or more languages are in contact they may be at individual, interpersonal and societal levels in a state of balance or in a variation. Hamers and Blanc (2000) conclude that “it is understood that social and psychological realities are simultaneous: any person is at one and at the same time an individual, a member of social networks and groups and part of a wider society”. We concur with the authors when they say that they do not agree with the popular views about being bilingual on the grounds that a person can be bilingual even if he/she does not have native-like proficiency; a person can be bilingual if he/she can communicate successfully in both languages even if he/she does not manage them perfectly. Additionally, being a bilingual implies having knowledge about both societies and cultures and being a member of both of them.

De Mejía (2006), states that being bilingual in two internationally prestigious languages has material and economic benefits, a fact that has brought a tendency towards the adoption of an instrumental perspective. De Mejía (2006) also considers that as bilinguals live in different language communities, they are often in contact with different cultural mirrors which can influence their identity. With the definition above, it can be concluded that bilingualism approaches to the sense of the ability to manage two languages in some balance so that to define bilingual education it is necessary to have in mind what bilingualism implies.

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Several studies on the topic of bilingualism present results concerning this concept. In De Mejía, Tejada, and Colmenares (2003) research study, the data collected suggest that a bilingual curricular construction is possible if the participants get involved in the process of empowerment. In Morris (2011) study, the researcher expressed that there is a lack of alignment between theory and the legislation of bilingual education programs. These studies explain how important it is to take into consideration all the aspects that are part of an institution when implementing a bilingual education. In the following paragraph, there is a study which is also based on a bilingual education process.

De Mejía, Tejada, and Colmenares (2003) conducted a qualitative research study called “Empowerment in Processes of Bilingual Curricular Construction: Reality or Illusion?” This study was concerned with finding out if it was possible to change the institutional policies and practices, and also the ideas of the participants who were part of the project with respect to the field of bilingualism through a collaborative research project. The researchers selected a group of participants in order to interview them with the purpose of finding out their views on the process of empowerment.

Based on the findings in De Mejía, Tejada, and Colmenares (2003) study, we can say that “empowerment in processes of bilingual curricular construction is a reality, not an illusion, albeit of a complex nature”. This conclusion means that it is possible to have a bilingual curricular construction, but it also depends on the participants who are part of the project due to the fact that the process of empowerment is an individual process and can only be successful if the participants take full action and awareness on it..

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In a different study on bilingualism, Morris (2011) conducted a research called “Bilingual education in the United States: An analysis of the convergence of policy, theory and research”. This study tries to help to set the foundation for the task of finding a solution to the bilingual education policy problem in the United States by developing an understanding of the many facets shaping bilingual education policy and planning in the US educational system.

The study concludes saying that “the findings of these analyses suggest ideologically founded policy have led to legislation lacking alignment with theory and research demonstrating evidence of bilingual education program effectiveness.” Once the planning stage is complete and the bilingualism parameters have been set in order to start the complex process of language instruction, it is time to provide the main tools, which are the teachers, with a fully equipped methodological baggage. To conclude, the author expresses that it is necessary to align the theory with the process of legislation within bilingual education programs.

In this sense, the term bilingual education needs to be defined in this study. Based on Guthrie (2005) "...the use of two languages as mediums of instruction for the same pupil population in a well-organized program which encompasses part or the entire curriculum and includes the study of history and culture associated with the mother tongue. A complete program develops and maintains the children's self-esteem and a legitimate pride in both cultures”. The author means that both languages are the tools used to enrich the students’ knowledge not only of the language, but also of the world, shaping at the same time the character of the individuals, the social self.

The implementation of bilingual education, according to Nabe (2005), develops knowledge and literacy in the learners’ lives, taking into account that the information the pupils

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learn from their first language makes English more comprehensible to their brains. “Once we can read in one language, we can read in general” Smith (1994), this citation supports the author’s words about the aid provided from one language to another. Nabe (2005) also states that a good implementation of bilingual education can bring several advantages for the pupils such as, the use of the languages for a variety of purposes, the opportunity for the literacy development in two different languages, and social advantages.

A study conducted by Alic (2012) explains that “There are numerous approaches to bilingual education, although all include English as a second language (ESL). ESL is English language instruction that includes little or no use of a child's native language. ESL classes often include students with many different primary languages. Some school districts use a variety of approaches to bilingual education, designing individual programs based on the needs of each child” (p. 2). This shows us that this study is based on realistic purposes of a compound education which aims to be bilingual. It signifies that bilingual education is a compound education system which develops literacy in two languages (in this case English and Spanish), and supports the cognitive development of the pupils when the integration of two languages occurs. To support this, it is important to rely on a methodology which will help the process of bilingual education to become realistic, reliable and useful; that is why, the next term to be defined is CLIL (Content and Language Integrated Learning), the methodology on which the study is based.

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Content and Language Integrated Learning

The previously mentioned term, bilingual education connects to the necessity of a current methodology to have validity when implementing bilingual lessons; taking this into account, content and language integrated learning is relevant to be defined in this study. The curriculum of the Jaime Salazar Robledo School will be intervened in terms of methodological modifications and theoretical structure. In order for the school to become a bilingual institution it is necessary to implement an approach that will integrate the content of subject matters and the target language which in this case is English.

David Marsh (2002) has worked on bilingual education and recently on CLIL, in a book of his he defined the latter concept as referring to conditions where subjects are taught by means of a foreign language with dual-focused aims concerning both learning of content and learning of a foreign language. This meaning that in any CLIL lesson the aim will no longer be language as an isolated item, but learned as a functional means to learn content. According to Marsh's definition CLIL is a dual-focused approach since the learning aims are subject study and language study. Through the development of a CLIL curriculum foreign language learning is expected to be more meaningful to the learners and reinforcement in subject learning should take place as well.

Graddol (2006) makes reference to a powerful attribute of CLIL when he mentioned that CLIL education differs from regular foreign language education in the sense that the learners are not supposed to have a high target language proficiency level in order to start "CLIL-ing". This piece immediately suggests that CLIL contributes enormously to the learners' language skills improvement, but also implies several challenges for the teachers such as assuring understanding

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of the content and not only the language by learners, maximizing the skill-based focus, teaching contextualized language and always functional.

Troncale (2002) remarks, that when selecting the content, it is necessary to meet the needs of the students so that their learning process will be meaningful and not a frustrating experience. Lightbown and Spada (2004) complement what Troncale (2002) says, they indicate that teachers should create in the classroom a positive atmosphere where students enjoy coming to class because the content is appealing and relevant to their level of capability, where the learning goals are challenging but at the same time manageable and clear in order to make a productive contribution to the student's motivation to learn.

Finally, by implementing CLIL the learners' motivation can increase, and also language is seen differently, which are other features that extend the scope of CLIL further. Marsh (2001) claims that CLIL is about making use of the language to learn, so it is about provoking a "hunger to learn" in learners, Marsh' conclusion is that it gives students the chance to think and develop their communication skills in general, even in the first language. Marsh's approaches lead to the conclusion that language is viewed as a vehicle transporting content.

Another interesting conclusion obtained from Marsh's point of view is that since in CLIL language is viewed as "utilitarian", its inclusion in any curriculum will provide reasons for learning and mastering the target language. Students also can experience a feeling of real achievement as they are dealing with real and sometimes complex material in the foreign language. Garrido and Gomez (2010) confirm what Marsh (2001) says by explaining that CLIL aims to suit the necessities of the learners in relation to the situations they face in real life and the

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language they use in those situations; therefore, real life task and material should be included in CLIL classes.

From other researches perceptions, Joann Crandall, Tucker and Richard (1984) conducted a study titled Content-based instruction was intended to fill a gap in the growing second language teaching demand in the United States. The initial concern was “the integration of language and content instruction and the subsequent development of content-based language programs are of growing importance in both second and foreign language instruction in the United States”

Additionally, Hui-fang Shang (2006) in his research Project: Content-based Instruction (CBI) in the EFL (English as a foreign language) Literature Curriculum points out that EFL students encounter a lot of challenges “due to the lack of English language ability and the use of the immersion education in school”. For that reason, in his paper he ensures to emphasize CBI as methods which can both help learners make use of the target language to express their thoughts on different issues and use it as a tool to understand a subject matter in school. As an expected result in this study, the author aimed “to increase students’ knowledge of a content area and enhance their critical thinking ability and English fluency”. Inasmuch as the implementation of CBI was done by the literature curriculum, the learners had the opportunity to explore themes instead of courses, and they learned how to express their notions through language.

METHODOLOGY

It was previously considered in this project the justification for its development as well as the specific research questions to be answered along the process. This chapter contains relevant information about the design of the study. On the other hand, it also contains detailed specifications about the context and setting, the participants, the researchers and the methods used for the data collection.

Type of study

The research approaches used in each study must be clearly reflected in the design of the study as well as in the data collection methods. Due to the nature of this project, it is recognized as a case study since it provides the necessary structure to carry out the research. A case study is usually longitudinal as it involves observation and examination of subjects over time regarding the study variables (Griffiths, 2004). They often entail qualitative data and analysis. In her article, Griffiths cites the authors Cohen and Manion (1991) when she notes that case studies are not always agreed to focus on the analysis of one individual. These authors concluded that a case study is commonly concerned with “an individual unit, a child, a clique, a school or a community”. In this research project, 57 in-service teachers from the public school in the city of Pereira were the subjects who later provided the researchers with plenty of qualitative data throughout the study. The data obtained were analyzed through three different methods which in the end allowed the researchers to reach different sorts of conclusions.

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The qualitative data obtained through observation, interviews and logs were analyzed by “reflecting upon and trying to interpret” (Allwright and Bailey, 1991, p.65). All the methods used had the purpose of supplying information and answers on the research questions formulated at the very beginning of the study. By exposing the in-service teachers to a professional development program, it was the researchers’ goal to observe and analyze the teachers’ perceptions towards the program and also their professional growth process.

By carrying out a case study focused on professional development the researchers contribute with a study based on reality. According to Adelman, Jenkins and Kemmis (1976) case studies excel in their relevance to the community as they study real people in real situations making it easy for the readers to relate to them. Another great characteristic of case studies is that they are a step to action (Adelman et al. 1976). This is especially important in educational research since the insights gained can be used for teacher development, for feedback, for formative evaluation and for policy making. Through a systematic and critical analysis of the process experienced by the subjects of the study throughout the professional development program, the researchers can contribute to educational research on the matter with view to enhancing bilingual education in public schools.

Context

With view to describing the context where the here presented project will take place, it is necessary to consider the nature of the institution and the population in question. First of all, it will be unfold the administrative structure of the institutions. *The Red de Universidades Públicas del Eje Cafetero Alma Mater* was awarded a tender to manage the school: *Jaime Salazar Robledo (Tokyo)*. As the result of the awarded tender, an alliance with *the Universidad Tecnológica de Pereira* was born. It is focused on the assistance by the University regarding

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academic and social programs. This assistance is carried out according to the specific programs developed in the institution, and it allows the whole academic structure of the university to support each institutional development process in the school.

In this sense, one of the academic programs that made part of this alliance was the Bachelor's Degree in English Language Teaching which implemented along *Red Alma Mater* the Change project. This project aimed to establish the bilingualism project in the school where it was developed. It intended to ascertain institutional linguistic policies which allow strengthening of bilingual public institutions. Consequently, there were three axes that led to fulfill such goal: 1. Content teachers' foreign language learning. 2. Teachers' professional development based on CLIL. 3. Curriculum design. Those three axes were not to be implemented separately, but they were all intertwined.

This study focused on teachers' professional growth since it sought to implement a bilingual policy through the primary in-service teachers from the school. Teachers' professional development was designed within the project with three main components: 1. English language instruction. 2. CLIL instruction. 3. Empowerment program for English language teachers. To start the process of language teaching, it was implemented a placement English test in order to determine the linguistic profile of the teachers. The latter will be expounded in the participants section. However, it is important to mention that with the results of the test it was decided that there were going to be two Basic English language learning groups of primary in-service teachers.

The test used was the Oxford Online Placement Test (*OOPT*), which is a test designed to be taken in a computer with internet connection. The OOPT tested the listening and reading skill

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as well as the use of English in 40 to 50 minutes. The writing skill was left out in the placement test due to the lack of a sort of test for this skill whose results are trustful. The test used for the speaking skill was adapted from models by the Preliminary English Test (PET). The OOPT was very accurate to be used in this case on the grounds that it is an adaptive test and its difficulty level increases according to the answers provided by the candidate who is being tested. It was for the utilization of this software that it was possible to diagnose the skills not only of the in-service teachers with very Basic English knowledge, but also of the in-service teachers with higher levels of English knowledge. It is noteworthy that some of the skills that the OOPT tests could be used as a reference for the writing skill. Another advantage of using this software is that it is aligned with the Common European Frame of Reference for Languages (*CEFRL*) which is also the foundation from which the National Minister of Education measures the competences in a foreign language.

In-service teachers' professional development

Taking as a basis the results of the placement test, the professional development program was focused on three components: English language instruction, CLIL instruction, and Empowerment for English language teachers. The program guaranteed the inclusion of the three above mentioned components in order for the participants to assimilate what bilingual education involves and for the institutions to implement the policies whereas the in-service teacher grow professionally. This provoked a deep understanding of the theoretical, methodological and procedural basis of CLIL for their class implementation.

In the institution, the primary teachers group is compounded by content teachers and English language teachers. The latter group plays a crucial role in the interface of the language

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elements that the students need to develop contents in English. For this reason, they took part in the curriculum articulation for the implementation of the elements which carry the bilingual education. In the project CHANGE, the curriculum became part of the process since it sought to articulate all the subject matters, including institutional instances like the PEI, Mission, Vision, etc., with the purpose of supporting administrative-wise all the elements belonging to the professional development program.

Setting

This research took place at a public school named *Jaime Salazar Robledo* located in the neighborhood of Tokyo *belonging to the commune of Villa Santana*, to the southeast of the city of Pereira with an extension of 453.980 m²; it was founded in 2010. The latter has a library, computer room, administrative area, sport area, bathrooms and 36 classrooms distributed in the next way: 6 for pre-school education, 12 for elementary school, and 18 for high school.

Rivera (2006), a local journalist from a newspaper called *La Tarde* described in detail the neighborhood. He pointed out that the neighborhood of Tokyo is inhabited by 925 families with a low socioeconomic status, 458 of these families come from a different area called *Bosque de Combia and Bosque del Otún*, 314 from *Brisitas, Danubio, and Heriberto Herrera*. 153 of them are displaced families from other departments of Colombia such as *Chocó, Santander, Bolívar, Valle and Risaralda*.

This school belongs to an institutional organization called “Red Alma mater” created in September, 2000. This organization is an integration of four public universities such as: “*Universidad de Caldas, Universidad del Quindío, Universidad del Tolima and Universidad Tecnológica de Pereira*”. “*La red Alma mater*” attempts to create social and educational projects

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in order to improve the quality of life, especially, in the coffee region. The importance of this research which is being carried out at this school, has to do with the fact that the institution is “public”; in a sense, the idea of bilingual schools has overcome the situation of having only “private” bilingual schools and also because these schools do not have yet a specialization in which they certificate students in a special field such as: *Bachiller académico con énfasis en tecnología e informática*.

Jaime Salazar Robledo School

The school was founded on February 15th, 2010, and it was labeled as a mega school due to its mega structure which can hold up to 1500 students. The school was named after an assassinated ex congress man, founder of the Villa Santana commune which was before his intervention considered an illegal invasion of territory. The students from high school receive 200 nutritive beverages, primary students receive 200 breakfasts and 350 lunches from which 7 people per classroom can have access to, made possible by the school ombudsman’ management in 2012. There is a transport allowance granted to students who live far away from the school in areas of the city such as *Dosquebradas, Cuba, El Plumon and Mejia Robledo*. The school has in its facility early childhood, primary education, junior high education and high school with an average of 40 students per classroom. The school holds female and male students. It has a Secretary of Education approved *PEI (institutional education project)* which recognize values that this study has underlined as necessary in the current education system such as the comprehensive training of children and youth to face a modern world through the formation of holistic thinking and problem solving abilities developed by a pedagogical proposal seeking in its students a shift to individuals able to live productively, creatively and responsibly in the society.

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Additionally, the *PEI* of the school describes its students as beings in their development stage, hungry for knowledge and able to assimilate knowledge. It also mentions that the students' comprehensive training will be carried out keeping in mind the developmental stages of it in order not to affect their mental growth and keep untouched their natural joy and curiosity. It is ambitious and unrealistic to think that a school can provide all the knowledge and skills necessary to face the modern world, but it is true that education does equip students with motivation, the basis, and the skills to maintain a lifelong desire to learn through creativity. The student profile just described reveals the pertinence and need to implement a study which is able to regard specific aspects of the student. This is to say that the school aims to prepare students to face and take part in a modern society which has been the basis of the formulation of the statement of the problem of the here presented study.

Participants

The participants of the present study are in-service teachers from primary education. In total 30 teachers took part in the professional development program. 14 of them are English language teachers and the 43 remaining are content teachers. All of them have different roles in this project but equally important. Jaime Salazar Robledo school has on average 1800 students; 50 to 55 per group. The students of this school are exposed to 2 hours per week for the English class. The *Jaime Salazar Robledo School* has 60 teachers, 46 are content teachers from different university programs and also from *Escuelas Normales*, and 14 English language teachers; 4 of them hold a Bachelor's degree in English Language Teaching and 7 language assistants who most of them are still students of a language degree.

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Due to the nature of the project, there are two teachers' profiles to address in the schools. The English language teachers are native Spanish speakers whose ages range between 22 and 35 years old. In the implementation phase, they are expected to support the content teachers with the improvement of their target language proficiency, their class implementation and the competences development of the students. On the other hand, the primary content teachers are 22 coming from *the Jaime Salazar Robledo School*. They teach from pre-school education to fifth grade. As it was mentioned before, it was implemented a placement test with the aim of diagnosing the level of proficiency in the English language according to the CEFRL. The OOPT showed the following results:

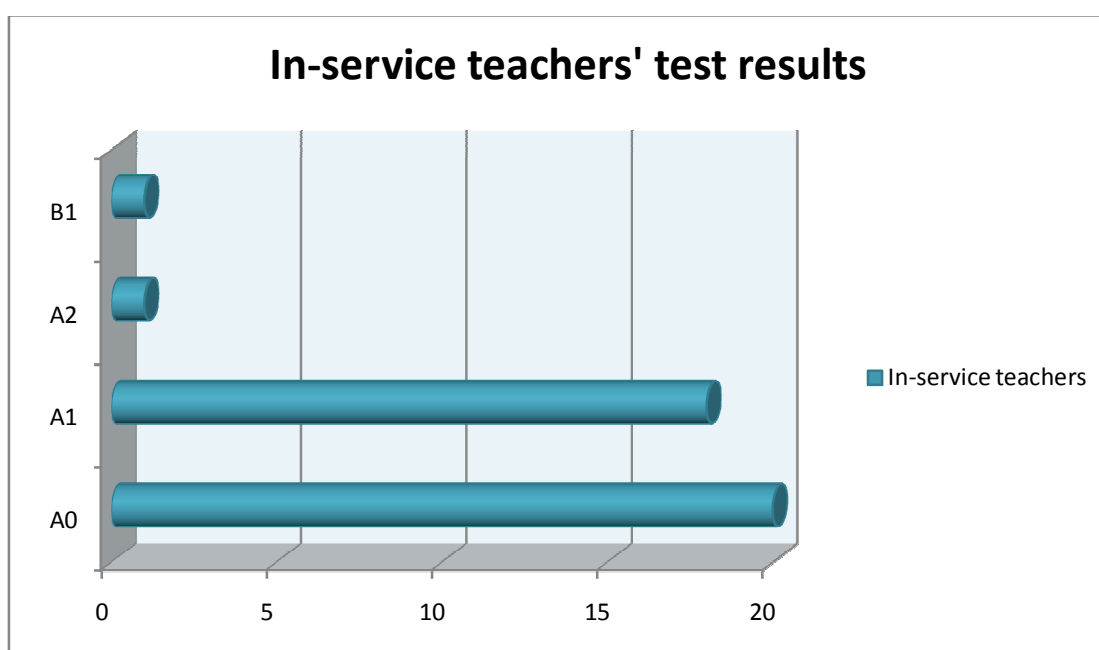


Figure 3 Oxford Online Placement Test results

This graphic show the in-service teachers' target language proficiency level based on the OOPT results. The results showed that most of the teachers were in an A0 level being null, or an A1 level being very basic; the other few teachers were placed in an A2 level being low-

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intermediate and a B1 level being upper-intermediate. Taking these results as a reference it was determined that the English language instruction component should be designed from a basic level in order for the professional development process to be more effective for the in-service teachers who were expected to implement their bilingual classes. It is also noteworthy that during the Professional Development program they were not only instructed in the language but also in the pedagogical and methodological components for teaching English.

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English language teachers

First of all, the English teachers who were involved in this project were 8 all of them from the *Jaime Salazar school*. It is important to clarify that these English language teachers teach English at primary and secondary levels in these schools. The group of English language teachers was trained in a language empowerment course with the purpose of helping content teachers to guide their classes. All of these teachers are Spanish native speakers and their ages are approximately between 22 and 35 years old. During the process of designing a bilingual curriculum, they have been part of it by supporting teachers to incorporate the English language into the content classes.

Content teachers

The secondary participants of the present research were 22 content teachers. Since the first stage of the *PIB* project (*proyecto de intervención en bilingüismo*) aimed to start the implementation of a bilingual curriculum from kinder garden to third grade, all of the content teachers who participated in this project teach in these levels. The next figure provides clear information on the in-service teachers' educational profiles.

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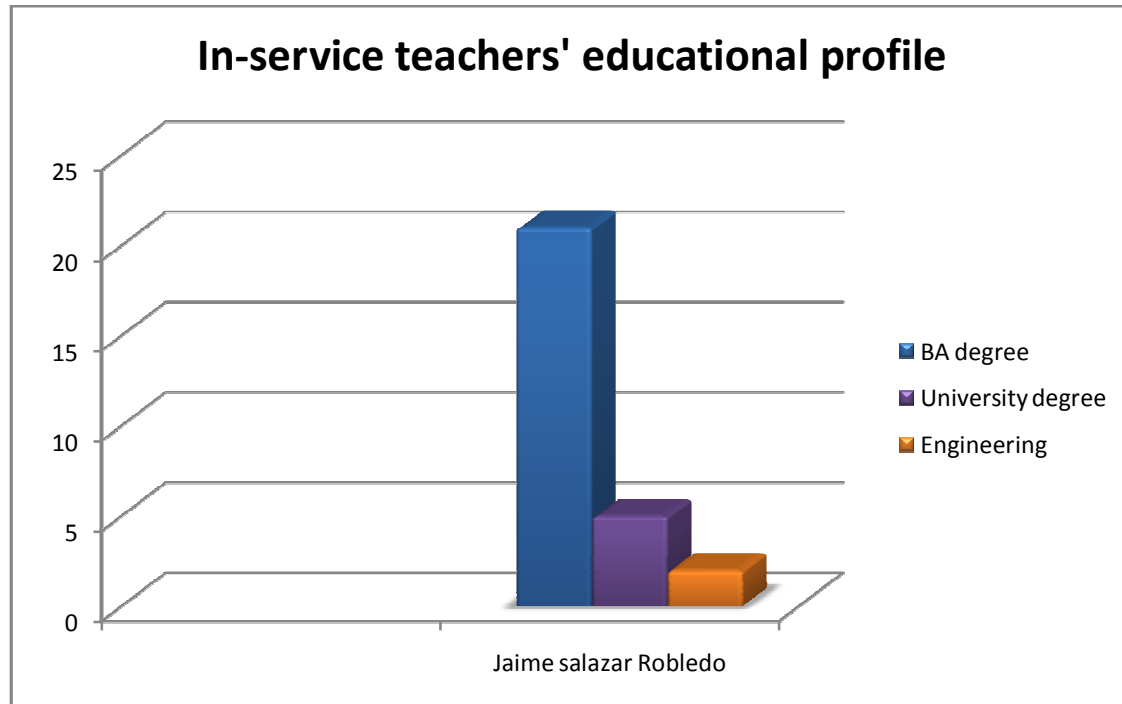


Figure 4 Educational profile *Jaime Salazar Robledo School* content teachers

**Normalista*: name given to the person who attended a specialized high school education in pedagogy called “*Escuela Normal Superior*”.

Researchers’ role

The five researchers of this study were students from a public university in Pereira, and they had the role of *observers as participants*, which according to Merriam (2009), “the researchers observe and interact closely enough with members to establish an insider’s identity without participating in those activities constituting the core of group membership” (p.124). The author attempts to say that the researchers interact in an active way with the participants in all the activities; however, they try to keep their distance and focus more on the gathering of the data rather than participating in the activities. Taking this into account, it can be said that the researchers of this study were mainly observers who participated in the activities carried out in

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the training courses in order to obtain information from them; this information; then, was analyzed with the purpose of constructing the research; therefore, they collected the data in the language empowerment and professional development courses, but they also participated in the activities developed during these courses through the monitoring of the teachers; also, the researchers implemented some CLIL lessons in the professional development courses and some activities with the empowerment teachers.

Data collection

Since this is a qualitative and a descriptive interpretative research, it was necessary to use different methods to collect data regarding teachers' beliefs, attitudes, and perceptions towards the professional development and empowerment courses in which the teachers were trained. Consequently, to obtain the data needed the instruments used were: observations, reflective logs and interviews.

Observation

According to Merriam (2009), observation is a research method which consists of a detail analysis of people's behaviors, attitudes, reactions, and assumptions that are necessary to obtain data from the subject that is under research. It implies that observation provides the opportunity to interpret the phenomenon being investigated based on those behaviors, beliefs, assumptions already perceived. Fraenkel and Wallen (2003) complement this definition by saying that observation is the tool that allows the researchers to know by firsthand what the context is and what it reflects.

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In this same way the authors talk about different types of observation: Participative observation, non-participative observation and naturalistic observation. Each one refers to the participation that the researcher has in the context of the research. In the researches of participative observation, the researchers participate in the situations or are part of the scenario that they are observing. In a non-participative observation, the researchers do not participate in the activities being observed, but sit in the surroundings of the scenarios and analyze; they are not involved inside of the activity being observed. And last but not least, the naturalistic observation, which gathers the individuals being observed in their natural setting, meaning that the researcher does not do anything to manipulate the context, only observes it and records what happens naturally. (pp. 450-451).

Moreover, the observation in this study was conducted in the professional development and empowerment training courses for approximately three months. Each observation was done throughout the classes by the researchers who will focus on taking field notes using a structured format to collect data about the classroom and the events that take place in it, teachers' performance, and in-service's attitude and reactions toward the class. (*See appendix 6*)

Reflective logs

Furthermore, to accomplish the specific objectives of this study, reflective logs were done in order to know what were the perceptions, and the language development process of the in service teachers in the class. The reflective logs for this research were included four questions that allow the in-service teachers to reflect upon the class and the learning process. These reflective logs were done every 15 days at the end of the sessions with the purpose of helping in-service

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teachers remember what has been happening in the course in terms of methodology, content, and language performance. Spalding (2004) argues that reflective logs are a research tool which promotes the development of critical reflection of a certain phenomenon or issues happening in a specific setting and serve as a basis for gathering and analysis of data. It signifies that a reflective log provides elements to implement critical reflection in a classroom scenario given the fact that it gives information that is also available for further analysis.

The University of Brookes (2012) has defined the reflective logs as a way of analytical thinking and criticizes about the progress in its development. These demonstrate how different aspects can be connected in its work to improve or simply for research processes. Additionally, these reflective logs are tools for the researchers and the participants in the moment of recalling a memory of events, ideas, experiences, processes that are part of the study, and that are necessary to direct their focus towards the process.

Additionally, Crown (2010) argues that the key characteristics for the reflective logs is to identify, analyze and explore what has been done, understanding the scenarios where the actions take place. Because of this, according to the author, the reflective logs can talk about beliefs, thoughts, considerations of the context, and other aspects that characterize the processes inside the study. (*Appendix 5*)

Interviews

Finally, interviews were used to collect data from the in- service teachers about personal information, teacher's academic background, and perspectives related to the professional development and empowerment courses. These interviews were conducted at the end of these training courses since it was necessary to know specifically what the teachers think of the

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courses, and also to expand and corroborate the information collected during the observations.

According to Patton (cited by Merriam 2009; 88), interviews are common means of collecting qualitative data, and they are implemented when the researcher cannot observe behaviors, feelings or how people interpret the world around them. In other words, interviews are done in order to complement and obtain information that it is not easy to observe so that it can serve as a bridge to fill the gaps of the information gathered through observations.

In the same manner, for Fraenkel and Wallen (2003), interviewing is an important way to consolidate the exactness- to verify or deny- de impression that the researcher has established since the observations.

Additionally, Fetterman (1989) describes interviews as the most important source that the qualitative researcher can have, since it allows to analyze directly how the participants feel or think in the process. As Patto (cited by FrankerlyWallen, 2003) highlights:

We interviewed the people to find out about what we cannot observe directly. The topic is not if the data of the observation are more desirable, valid, or significant than the auto report. The fact of the matter is that not everything can be observed. We cannot observe feelings, thoughts or intentions. We cannot observe behaviors that take place in some previews time. We cannot observe situations that are before the observer appears. We cannot observe how people have organized the world and its meanings tied to its worlds. We have to ask them about these things to our participants. (p. 456)

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In this way we recognize that different types of interviews exist according to the intentions and the structure of the study. According to Frankerly and Wallen, in 2003, there are four types of interviews: structured, semi-structured, informal and retrospective.

In our study, we used semi-structured interviews. The structured interviews and semi-structured are verbal questionnaires designed to know specific elements of the participants. In the qualitative studies, this type of instrument is used in the end of the process with the objective of knowing the perspectives of the participants about the study or to expand data previously analyzed, which was why we interviewed the teachers since we needed to expand the data that we already had and to know more about the perspectives of the teachers towards the professional development and empowerment courses. The difference between these two types of interviews is the development schema, since the structures are completely schematically, when already finished; the semi-structured are distinguished for having some previous facts; however, the development of the interview is being consolidated based on the answers of the interviewee. (*Appendixes 2, 3*)

Data Analysis

To obtain the data needed in our study the instruments used were: observations, reflective logs and interviews. The data gathering, implementation and analysis was carried out based on Grounded theory. Grounded theory was developed by Glaser and Strauss in 1967 to describe a new qualitative research method they used in their research *Awareness of Dying* in 1965. Strauss and Corbin (1990) define the grounded theory approach as a qualitative research method that uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon. Glaser and Strauss (1999) suggest us a third option to the analysis of qualitative studies, besides the two traditional qualitative data analysis methods, the constant comparative

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method. Glaser and Strauss (1999) describe this method in four stages: (1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) delimitating the theory, and (4) writing the theory. These steps may not be undertaken sequentially in the research; the researchers sometimes need to go back and forth amongst several steps. The steps followed to analyze the data in this research project were:

1. Digitalizing: Given that the data collected was gathered in a hand written manner, it had to be digitalized first; in order to systematize, code it and edit it all at once as well as sharing the document.

2. Comparing incidents applicable to each category: According to Glaser and Strauss (1999) the analyst starts by coding each incident in his data into as many categories emerge or as data emerge that fit an existing category. After reading all the reflective logs and the observations the coding process began, this process consisted in grouping extracts from both instruments that had a similar reflection, objective or subject that was being discussed and locating it under one code. When having several extracts that fit into one same group or code and several groups as well, it became necessary to create a standardized coding process in order to know where it came from and where to find it again if necessary to go back to it. In this step we form initial categories of information about the phenomenon being studied from the data gathered that have relevant and connected.

This is “the process of breaking down, examining, comparing, conceptualizing, and categorizing data” Strauss and Corbin (1990) All the data was coded according to the first, middle and last name, followed by the type of instrument that it is from, and the number or date of the instrument. Here we have an example of the coding process: “EAERL2.1” the E stands for

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the first name of the in-service teacher Edwin; the A Stands for his second or middle name Andres and the E is for his last name Espinosa. Afterwards, we have the letters RL which mean that the extract was taken from the Reflective Log number 2 question number 1, which is why the numbers 2.1 are in the end.

The coding process was a relatively different for the Observations of the professional development courses. Here is an example of the coding process of the observations: “O2709CC1.3” here the first letter “O” which stands for Observation. Secondly, we have the date which is the 27th of September (2709). Thirdly, we have the letters CC which signify the initials of the teacher guiding the course in this case Claudia Cardenas and in the end we have 1.3, which means that this is part of the first title or group created and then the 3 is the third comment in that in that observation of that title. The interviews’ coding however was very simple having only the instrument where it was taken from and the initials of the participant. For example, “IEAE”, where the “I” stands for Interview and the EAE are the initials for Edwin Andres Espinosa.

3. Integrating categories and their properties: “This process starts out in a small way; memos and possible conferences are short. But as the coding continues, the constant comparative units change from comparison of incident with incident to comparison of incident with properties of the category that resulted from initial comparisons of incidents” Glaser and Strauss (1999). We applied this step in the following manner: once the categories were gathered and there was a general understanding of the aim, objective, or topic that was being mentioned in that group or category, a tentative title was assigned to each of the categories to give a general idea to the reader, meaning the researchers. This facilitated our continuous grouping process since from this and on, we only had to look for the category and the property which suited the incident the most,

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and if none of the categories seemed to apply to the incident we would just create a new category, hoping to find more incidents to support the category. In the case that there were very few incidents under one category, the category was taken out. Parallel to this process was the theoretical sampling process, where the samples were extracted from the categories, analyzed and reinforced with theory. These titles were modified in several occasions to fit the categories better each time, until the final ones were left.

4. Delimiting the theory: Glaser and Strauss (1999) tell us of two levels in which delimiting occurs: the theory and the categories. They explain that the reduction of theory can be done by discovering underlying uniformities in the original set of categories or their properties, and can then formulate the theory with a smaller set of higher level concepts. This delimits its terminology and text. In the delimiting of categories, the authors explain that through the discovery of the underlying uniformities in the original set of categories, and the reduction of theory and text, the categories are reduced as well. They tell us that as the theory grows, it becomes more reduced, and increasingly works better for ordering a mass of qualitative data; the analyst becomes committed to it, and as he does this commitment allows him to reduce the original list of categories. In this research project, there was a constant process of delimiting categories and theory as well; this would occur when a category did not have enough incidents or samples to be a strong statement, or when the analysis process was occurring and there was a discovery of an underlying uniformity with another category that could be integrated along with it.

5. Writing theory: "To start writing one's theory, it is first necessary to collate the memos on each category, which is easily accomplished since the memos have been written about categories" (Glaser and Strauss, 1999). According to the authors the discussions in the memos

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provide the content behind the categories, which become the major themes of the theory. This process of writing theory as the authors say, it was a process carried out parallel to the analysis of the categories in memos. The collection of these memos is located in the conclusions section of our written project.

ETHICAL CONSIDERATIONS

Any research that involves other people in some ways has ethical implications. For this study, we established agreements on the information management and on the levels of confidentiality of the same. Adler and Adler (cited by Merriam, 2009, p 124) call it “active membership role”, in which researchers are part of the activities of the process, assuming responsibilities in the development of the program, but without compromising the values and objectives of the research.

Additionally, we must say that the concepts of validity and reliability are framed in the process of study. Joppe (2000; cited in Golafshani, N., 2003) defines the concept of validity as the factor that determines how truthful the results of the research are. Also, he defines reliability as the consistency of the results over time. In this research, the validity is determined by the relevance, significance and usefulness of the findings given as researchers, which will be determined by the data collected in the study. Reliability is determined by the consistency of the inferences proposed by us, as researchers, in terms of time, location, and circumstances.

Consequently, these two elements will be secured by the following strategies: A) The use of three elements to collect data, which will be interviews, observations, and logs. B) Allow the participants of the study to know the analysis proposed and the interpretations of it any time they need it. C) The publication of the study discloses the findings and the analysis and represents if it is consistent with the reality of the context. E) Make transcripts of the data collected which can

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be accessed by the participants. F) The systematization of the study in which everything will be coded so that the names of the participants will be confidential and it will allow a better management of the information by the researchers.

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FINDINGS

After the collection of data through observations, In-service teachers' logs and interviews as well as the analysis of the same, we came across some patterns and common perceptions, feelings and attitudes concerning specific aspects of the process of the Professional Development Course and their own Process of professional development. Here we present the three categories that were created and their designated subcategories. The first category is: *Teachers' perceptions towards the professional development class*, which is concerned with how the in-service teachers perceived and felt towards the Professional Development Course. As the first subcategory we have, *Positive perceptions towards the Professional Development class*. Following as subcategory number two is *Negative perceptions towards the Professional Development course*. Next is subcategory three, *In-service teachers' perspectives grounded on the PD course content, didactics and methodology*. And last is number four, *In-service teachers' insights towards the Professional Development course*.

Next in category two we have what is in relation with the reflection of the in- service teachers in relation to the applicability and language of the Professional Development Course; this category is *Pondering the use of learned knowledge*. In this category we have two subcategories: *Reflection on the applicability of the Professional Development course* and *Reflection upon language as part of Professional Development*. In the last category we have *Teachers' professional development*, where we present the in-service teachers' point of view in their professional development.

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Here we have a chart to help understand better each category and designated sub categories.

Categories	Sub Categories
<i>I. Teachers' perceptions towards the professional development class.</i>	<ol style="list-style-type: none"> <i>1. Positive perceptions towards the Professional Development class.</i> <i>2. Negative perceptions towards the Professional Development course.</i> <i>3. In-service teachers' perspectives grounded on the PD course content, didactics and methodology.</i> <i>4. In-service teachers' insights towards the Professional Development course.</i>
<i>II. Pondering the use of learned knowledge.</i>	<ol style="list-style-type: none"> <i>1. Reflection on the applicability of the Professional Development and empowerment course.</i> <i>2. Reflection upon language as part of Professional Development.</i>
<i>III. Teachers' Professional development.</i>	<ol style="list-style-type: none"> <i>1. Teachers' professional growth regarding the implementation of CLIL classes.</i> <i>2. Teachers' collaborative work for</i>

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professional development.

3. *In-service teachers' response and reflection about feedback provided by the observers.*

4. *Teachers' reflection upon personal enrichment.*

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Teachers' perceptions towards the professional development class

Throughout the first stages of the Professional Development (PD) course taken by the content in-service teachers, several perceptions have been noticed through the reflective logs implemented and the observations carried out. The analysis here presented shows a three-fold approach regarding these perceptions. Firstly, perceptions counted as negative or positive. Secondly, in-service teachers' perspectives grounded on the course content, didactics and methodology, and lastly teachers' feelings and attitudes.

Positive perceptions towards the Professional Development class

The in-service teachers have reported several perspectives regarding the Professional Development process in general terms. When analyzing them, it has been noticeable a clear classification of these perceptions into negative or positive. The positive perceptions demonstrate a favorable view concerning the PD course. They mostly refer to the environment and what makes it comfortable to them.

YNGRL2.1: "excelente. Me gusta mucho la clase, siempre es comprensible y amena"

In the interviews it was found another piece of evidence of the positive perceptions from the in-service teachers towards the professional development course:

IAM: "...la entrada como no lo presentaron, como nos engancharon como se vivió todo el proceso ehh los profesores guías, las monitoras nos hicieron llevar un proceso didáctico, armonioso amable enriquecedor y que definitivamente yo hoy me siento y sé

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que he aprendido muchas cositas...”

The following in-service teacher also supports positively the professional development course, expressing how enriching the course was:

IEmily: “...no para mí fue agradable fue una experiencia chévere además o sea no fue la primera vez que interactúo en inglés con los niños ósea ya les he hecho varias clases en inglés entonces pues yo trato de reforzar de que si vemos las figuras geométricas yo se las hago en inglés también entonces pues no puede ser así como...”

With these previous examples we can conclude that when asked to describe the way the participants felt during the PD class, the in-service teachers direct attention to the PD class highlighting the fact that it is understandable and pleasant. Taking into consideration that it is a class for beginners, it is interesting to perceive that this participants use the words “understandable” and “pleasant” to describe it. It can be due to the fact that in the PD course the CLIL classes were implemented, which according to Graddol (2006), CLIL classes are more understandable than language focused classes because of the real content that does not make the students to have a high level of the language in order to interact in the classes; besides, this implementation increases the development of the language with every activity in difference to the language focused courses along with the motivation and the way in which language is seen. The language stops being seen as a problem but a challenge, and provokes the students to raise interest in the process of learning, Graddol (2006). It can be understood that the learning environment created by the participants and the teachers’ trainer fosters the participants’ positive perceptions towards the PD course.

RMNRL3.1: "sigo pensando que el modelo de formación es de alta calidad. Es

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consecuente con el ritmo de los docentes, impulsa el avance de competencias y esta supremamente articulado a un avance permanente y de reflexión didáctica"

From the interviews, it was collected another perception regarding the methodology of the course

IBV: "...todo el tiempo pues está ahí como muy enérgica entonces lo motiva a uno así uno llegue muy cansado porque pues de verdad que la jornada es a veces bastante agotadora pero entonces uno llega y ve una persona así motivada que "ay no" pues le pone chiste a todo lo que hace entonces eso anima mucho..."

The comments made by these participants in response to how they felt indicate a favorable perception concerning the course and the instructor of the course its self. They allude to the professional development process as one of high quality and then they specify the reasons which are: first, it is consistent with the teachers' pace, second it promotes the development of skills and third it is articulated with constant advances and teaching reflection. According to the participants, the course is challenging enough for the teachers' level since it keeps moving forward along with the teachers. They add that the process of developing skills is continuous and also mentions that there is room for reflection towards the teaching practice of each of the individuals.

As can be seen above, the in-service teachers point out the importance of continuing with the learning process having as a base that it never ends and also they explain that in the course they are increasing their professional growth given the fact that it helps to the enrichment of their competences; it signifies, according to Marie Stempinski (2001), the process of professional growing is a continuous process which always is in a constant development in order to be successful in what it is expected to be achieved. This author expresses that "Not matter how

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proficient you are at what you do, there always new skills you can learn”; for this reason, the learning process should be endless. Glatthron (1995) states that when a teacher is able to examine her teaching after being exposed to a whole awareness process, they are the position of making changes into their own teaching; taking into account that the in-service teachers’ insights allow to perceive reflection on her language progress and their teaching practice.

MCRL3.1: "Muy bien, el ambiente es agradable, participamos de las actividades planteadas"

Also, another participant expresses her personal perceptions supporting all previous evidence.

IMG: "...A ver, yo pienso que ha sido magnifico porque de todas formas uno como docente se documenta día a día y dentro de las cosas que hacían falta dentro de mi profesionalismo era la parte de inglés..."

Regarding the feelings towards the professional development class it can be seen that the teachers had a positive view when they specifically mentioned that the learning environment was comfortable which leads to the understanding that they felt good being part of it. After mentioning the comfortable feeling experienced in the learning environment, the learners introduce a supportive fact that might have contributed to the latter utterance which is the participation factor. By saying that there was participation in the proposed tasks, they assure that participation makes the learning environment better. Teachers are realizing that the need to enhance certain aspects of their target language development process; therefore, empowerment plays a key role due to the fact that the in-service teachers are becoming more autonomous; they are recognizing and finding ways to solve their problems in terms of language competences by participating more in class and using the tools provided by the facilitator of the course such as

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the blogs, the links and the digital material; this helps the in-service teachers to achieve and improve their language competences...;

It can be concluded that the involvement of the participants in the lesson, affects in a positive way the learning environment and the participants' perceptions of it to such a point that they can notice it and as it is explained previously, they can find ways such as: technology and different digital materials to solve problems and make decisions in order to improve their language competences; therefore, it leads us to infer that the teachers participants are becoming more autonomous since they are taking the initiative to study the target language by their own and they are also applying the knowledge learnt in the PDC And Empowerment courses in their teaching practice. This fact is supported by De Mejía & Tejada, (2001: 3-4) when they explain that “Empowerment is the process through which the participants in the research become conscious of their capacities, potential, knowledge and experiences in the area, so that they can assume responsibilities in the development of autonomy and full participation in decision-making, not only during the research process, but also in the following phases of assessment and modification of the proposals in the light of the changes and new advances in national educational policies”. Just like positive perceptions emerge from within the class or the involvement of the participants in the lesson, there are some negative perceptions that emerge, not only with in the class, but as external factors as well.

Negative perceptions towards the Professional Development course

As mentioned above, there was a clear classification of these perceptions into negative and positive. The negative perceptions noticed reflect a non-favorable conception of the participants when part taking in the learning environment. The negative perceptions seen are

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understood as external factors that the participants consider influential to their performance in the PD class such as limited time to do the tasks proposed or negative opinions about the teaching of certain content.

EAERL2.1 “aunque el proceso ha sido bueno, debido a la gran carga laboral de esta semana el rendimiento fue un poco más bajo.”

During an interview conducted later, two English teachers made similar comments regarding the time disposition in relation to the quality of performance.

IRR: ... “Sino que pues uno a veces llega mamado de acá ... irse a, hartas horas por ejemplo esa semana que era el lunes y miércoles. Yo odiaba los lunes y los miércoles, porque uno salir bien cansado...”

IJHC: ... “pues lo que nosotros nos preocupa mucho es el horario , el tiempo porque si pues es es, bueno ahora que ya estamos trabajando pues al menos como las dos horas pero antes que era más más extenso si salía uno muy agotado y aparte de eso pues uno tiene cosas que hacer pues y la familia y todo eso entonces pues es como complicado porque nos toca ese día y nos toca otros dos días acá ósea que son tres días que no estamos como en la tarde digámoslo en el en el hogar”

As a reply to the inquiry based on the feelings seen through the PD class the previous sample can serve as an evidence of an external factor that influence the performance from the in-service teachers throughout the professional development training course. Based on Hui-fang Shang (2006), a language learner can find plenty of frustrations in the learning process since there is still a lack of abilities in the foreign language and exposure time during school education. One of the factors that can challenge the process of learning a language is, if not one of the most

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common, the time factor; also, as stated by the student, other kind of responsibilities interfere with the proper development of the language; Shang suggests that CLIL implementation might reduce this type of problems due to the fact that these classes are based on previous content matters known and recognized by the learners which may lead to lowering the level of frustration experienced during an foreign language learning class. When it comes to time conflicts it is necessary to highlight that professional development programs demand further study hours and additional efforts. However, CLIL class implementation aims to diminish the ordeal by delivering understandable and engaging content classes through the target language. Those are ones of the big reasons for implementing CLIL classes to decrease the number of interferences in the learning process. In this specific sample, it can be interpreted that the participant felt overwhelmed by all his workload in the school, and consequently he accepts honestly that his performance was not the best. Besides, as it was aforementioned the participants who expressed this obstacle experienced through the process were in need of raising awareness towards the sacrifices required to comply with a professional development program.

O2709CC1.3: "students say the topic of nutrition is not good for children because they don't have money to buy healthy food"

In reference to the social economic status factor, other in-service teachers added some comments during an interview.

IRR: ... "pero yo siempre me he mostrado muy reacio al, ósea las cosas son muy bacanas pero donde hallan los recursos, ni siquiera el tiempo porque nosotros acá tenemos muy buena intensidad, pero es que acá no hay recursos, acá no hay instalaciones, acá no hay

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un laboratorio, acá nosotros no tenemos grabadoras, acá tenemos un video beam para todo el colegio, entonces no hay recursos.”

INJ: ... “el hecho de que en el privado se cuentan con recursos y en el público se cuentan es con voluntad...”

According to the first sample, the in-service teacher expresses his negative perception regarding the topic of the class in this particular case healthy food given the fact that the place where they work is a neighborhood with a low socio-economic status and the majority of the population does not have a job to support their children with a good nutrition as it is expected; therefore, the in-service teacher points out that this topic should not be taught in this school due to the lack of access to the essential nutrients they need to lead healthy lives. The comment made by the in-service teacher reflects a non-favorable conception of the selection of the topic shared during a CLIL lesson in the training environment by pointing out that the content is not appropriate for the population where she works; it is expected that the content of a class should be selected according to students' realities and situations such as age, learning preferences, tendencies, and also social economic status. Although this observation offers an overview of the in-service teachers' awareness towards the adjustment of materials and content matters delivered to the learners, it was contemplated as a negative perception on the grounds that the subject commented on the issue referring specifically to the PD class, which she did not find pertinent at that time.

Troncale (2002) remarks, that when selecting the content it is necessary to meet the needs of the students so that their learning process will be meaningful and not a frustrating experience.

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Garrido and Gomez (2010) confirm this by explaining that CLIL aims to suit the necessities of the learners in relation to the situations they face and the language they use in those situations.

Some in-service teachers also reported a low level of challenging contents and activities in the PD course.

INJ: "...la profesora planeo sus clases de acuerdo a un nivel mínimo, o de acuerdo al nivel que tenían los estudiantes en ese momento pero no pensó en superar ese nivel..."

INJ: "... todos rendíamos porque el nivel fue bajito, fue bajito de acuerdo a mis percepciones y de acuerdo a mi propio proceso, ehh, pero, si el logro se incrementara un poquito más nosotros hubiésemos aprendido un poco más o le hubiéramos dado mucha más seriedad de la que le pudimos dar..."

Whenever the participants of a course don't feel challenged enough, motivation is very likely to decrease. In this specific case, the participants felt like the activities proposed in the classroom did not encourage them to make real advances in their language performance. Lightbown and Spada (2004) indicate that teachers should make of the classroom an atmosphere where students enjoy coming because the content is appealing and relevant to their level of capability, where the learning goals are challenging but at the same time manageable and clear in order to make a positive contribution to the student's motivation to learn.

As a conclusion for this section, it can be seen how the perceptions of the in-service teachers vary according to the way in which they felt during the professional development course. Hui-fang Shang (2006) states that learners can find several challenges and problems in the learning process which can be due to lack of abilities or external factors; as a consequence, negative perceptions regarding the professional development course appeared; It could be

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perceived that time, social circumstances and difficulty level of the PD course were the most common factors which led to a negative perception of the course itself. On the other hand, the professional development course also had positive support from the in-service teachers; it is known that the PD course implemented CLIL classes, which based on Graddol (2006), CLIL courses change the perceptions towards the language because of the use of real language and content within the classes; so it had a suitable impact on the students who share their approval to the course; this two perceptions are supported by the samples showed above which demonstrate the positive and negative attitudes and feelings about the professional development course. Some other perspectives that were more than relevant from the in-service teachers are the perspectives they had based on the content that was used to carry out the PD course, the didactics and the methodology implemented for the PD course.

In-service teachers' perspectives grounded on the PD course content, didactics and methodology

In the next part of the three-fold approach, participants reveal their perspectives regarding the course itself and other characteristics of it such as the content developed, and the didactics and methodology shaped by the teachers' trainers. These perceptions offer a glance of how the participants validate the process that they went through.

LCRL3.1 "Realmente estuvieron muy organizados los temas y el desarrollo de la clase me motivo y me pareció muy interesante; por estas razones me sentí en un ambiente de aprendizaje"

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When interviewing another participant of the PD course, it was evidenced that they had similar perceptions towards the methodology used in the course:

IYNG: "...Yo pienso que el curso está bien estructurado, pienso que es muy dinámico muy enriquecedor, no tengo queja..."

Another in-service teacher expressed that the methodology of the course facilitates their development of the language since they have the opportunity to work with their partners and to practice the language:

IDiana "...no pues bien porque la metodología ehhe implementada pues por parte de la profe fue como mucho de trabajo colaborativo de compartir con otros eh de salir a exponer eh de participar entonces son como cositas que..que facilitan como para tanto como para el desempeño académico como personal ya..."

According to these participants' words, the topics were very well organized. They also point out that the pace of the classes was motivating to them since the class was well developed. The participants add that the class content was interesting. All the factors they mentioned reflect that they are aware of the elements that are part of a good learning environment such as the sequence of the topics, the development of those topics and the relevance they have in the learners' perspectives. As a consequence, they felt motivated, interested, and part of a learning environment. The in-service teachers conceive that the organization of the class and the atmosphere of it allow them to be engaged and motivated to learn. Brown (2002) attributes that creating a positive classroom climate is essential to activate students' motivation towards the class in the sense that they want to learn; Brown (2002) also mentions that the process of creating a positive atmosphere in a class has different elements such as the organization of the

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content, the rapport, and the energy the teacher transmits to the learners. Based on this, it can be inferred that the in-service teacher from the previous sample was interested in the class due to the well-organization of the content, and the environment which was appropriate to facilitate learning.

MABRL1.1: "muy bien pues la metodología es excelente y esto permite un mejor entendimiento de los temas"

In an interview conducted to some of the in-service teachers, there were similar opinions about the methodology of the course, stating that thanks to the didactics and the activities used, it was easier to understand the topics and to bring them to the class:

IEAE: "... me parece muy chévere, adecuada, practica, ehhhh... las clases que se dan son muy didácticas, entonces uno las puede después de verlas allá en la tecnológica se pueden venir a aplicar acá sin ningún problema..."

Another sample taken from an interview can support what other in-service teachers think about the methodology of the course:

IMG: "...Magnifica, a mí me parece de los cursos chéveres que he hecho y que le he puesto todo mi empeño, magnifico las clases con ustedes porque no es la clase magistral que uno va y que el habla y que uno no entiende nada, no..."

In these samples, the in-service teachers state how important the methodology of the class is to facilitate the understanding of some topics. It signifies that the implementation of an effective methodology, which is focused on meeting students' needs and using the language for real purposes, promotes students' comprehension of certain situations that affect positively the

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learning of the target language. According to Nunan (2002), a curriculum needs to take into consideration the learners' needs not only related to cognitive development but also to learners' affective factors which in this project are a factor to take into consideration since some of the participants have problems of anxiety, low motivation and self-esteem, so it is very important to implement a methodology in which these factors are met. Loe (2006) says that by using different methods, approaches and techniques, the main goals of an educational community construction are going to be achieved. To exemplify this, we can see that in this sample, the participant states the importance of having a good methodology in order to facilitate their understanding and learning which can be said as being some of the main goals of this project.

MGRL2: "los procesos hasta ahora son muy entendibles por su metodología y variedad de temas"

This sample can be supported by what another participant said in an interview when she was asked about her opinion of the methodology used in the PD course:

IFC: "...no excelente a mí me pareció que la metodología fue excelente por que se utilizaron diferentes medios el cual yo a veces salía de clase y decía hay Dios mío es que si uno no aprende realmente es por pereza o algo por que ustedes utilizaban muchos muchos de una u otra manera nosotros éramos adquiriendo todo ese aprendizaje..."

When interviewing another participant who was part of the Empowerment course, she gave us a similar answer with regard to her opinion about the methodology used which was similar in both PD and Empowerment courses:

IMS: "... bien, completa, por lo menos como muy innovadora, no llegar pues como a la misma clase con el marcador y tal no si me pareció bien..."

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The response obtained when the participants were asked to make suggestions on the course, allows us to evidence how the variety of content and activities as well as the methodology implemented during the course help the in-service teachers to improve their language development process since they have been exposed not only to activities that challenge their creativity to use the language, but also to apply knowledge related to language pedagogy. Also, these activities and methodologies permit them to understand the content of the class which is based on the primary school curriculum where they do their teaching practice. When talking about the in-service teachers' perception towards the content, the didactics and the methodology implemented in the course, it is also relevant to mention how they feel and the role they undertake in the PD course, and the role they take when implementing the methodologies and contents taught to them in the PD course as well.

In this section, it is relevant to clarify that the teachers' cognition is not present in the in-service teachers' processes due to the fact that the reflection events were encouraged by the professional development and empowerment programs when they completed the reflective logs and interviews. They reflected upon their process as learners and their implementations taking into account perceptions and attitudes, this might make people think of teachers' cognition; however, the difference here is that the teachers did not reflect because they wanted to, but because they were asked to. According to Borg (2006), teachers cognition involves "beliefs, knowledge, theories, attitudes, images, assumptions, metaphors, conceptions, perspectives about teaching, teachers, learning, students, subject matter, curricula, materials, instructional activities, (and) self"; The author also mentions that teachers are aware of their own process and reflect by themselves, in this project teachers did not do it by themselves, but they reflected because of the program

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In-service teachers' insights towards the Professional Development course

In the last part of the three-fold approach, it can be found the inner feelings and attitudes of the in-service teachers with reference to their personal role and experience in the PD course. The feelings and attitudes sampled here must not be confused with the positive and negative perceptions explained above. The latter makes reference to the views of the participants towards the PD course in general terms including things such as influential external factors, learning environment, etc. The former is grounded on the very personal feelings before or after taking part of the professional development course, as well as the attitudes that the in-service teachers reflect when taking part in the course. It will be illustrated with the following samples.

INJ: "...uno se preparó mucho para hacer esa clase, pero ya para uno decir hacerlo práctico todos los días con los niños, no, yo pienso que todavía falta, todavía falta porque con ellos si se cometen errores, una cosa es uno cometer un error allá en la clase y que se lo corrijan en cambio ellos se quedan con el error... todavía yo no lo he apropiado el 100 por ciento como para empezar a implementárselo a los niños..."

O0410DR4.5 "One of them says that she does not feel capable of giving an English class"

In this sample, the in-service teacher expresses her feelings of frustration about carrying out an English class given the fact that she thinks she is not able to do it because her language competence is not well developed. It is understood here that the teacher feels that it is not an easy process to incorporate the English language into her teaching practice. It is completely understandable since the in-service teachers are in a basic stage where it is needed to develop a

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higher language competence. Richards (1996) states that reflective teaching refers to changes in the way teachers usually perceive their classes, attitudes, and behaviors so that critical reflection can be done, in this case, the in-service teachers make are reflection about their learning process and they consider that they cannot conduct an English class on the grounds of the fact that it is a complex process that requires more preparation. Graddol (2006) argues that when implementing classes through CLIL the learners are not supposed to have a high proficiency level in order to start “CLIL ing” so that the in-service teachers can teach content classes based on what they have learnt in the professional development course.

Additionally, the in-service teacher feels anxious and frustrated because conducting an English class through content is not easy taking into account that it is the first time she will do it. Lightbown and Spada (2004) affirm that affective factors such as anxiety, inhibition, frustration can be evidenced when a new situation is experienced or is going to happen; in this particular case, the new situation to be happened is the English class; having as a base that they are content teachers who are in the process of learning the English language.

YNGRL1.1: " bien: me siento cómodo en el proceso, mas interactivo, entretenido, no solo texto, se siente más transversal la clase."

From this participant's words, it can be said that thanks to the didactics of the course, he feels more comfortable since it can be seen that he prefers interactive classes and not text based classes, so this interactivity helps him to feel more engaged and more willing to learn, which is a really important aspect for language learning, especially for this project in which the in- service teachers need to be even more motivated than other learners.

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In a study conducted by Hadley (2000), the findings demonstrated that using a different methodology in which content-based courses are implemented using technology, and outdated textbooks are avoided will facilitate the learning process due to the fact that learners will feel more engaged than when old methods are used. Another study conducted by Lemjinda (2007), states that curriculum innovation is a process of changing the traditional beliefs into a relatively significant system in which processes in the learning environment are going to be successful, which is very important for this project in which the curriculum of the institutions needs to be innovated.

GACRL1.1: "bien. Inicialmente un poco insegura pero la actitud de la docente Dolly y el apoyo de la estudiante dan confianza, y alegría cuando se logra hacer algo bien"

In this sample, the in- service teacher expresses her feelings of insecurity given the fact that at the beginning of the project she felt that it was a really difficult process for her. However, she also pointed out that thanks to the attitude of the teacher and the support of the monitor she feels better due to the fact that they inspire her confidence during the process and this confidence helps her improve and feel happiness when doing the tasks correctly.

IBV: "En este año pues he ganado mayor confianza, ya no me da miedo pensar que "ay voy a enseñarle una canción a los niños, no pero que susto no", ya me arriesgo más, incluso me gusta mucho enseñarle las cancioncitas a los niños, eh, trabajo vocabulario con objetos que hay en el aula, dibujos... si procuro pues poner en práctica lo poco que voy aprendiendo."

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As seen in the previews sample this in-service teacher has overcome her fear of learning English as well as having to teach a content class in English. Here we can see how their confidence has been strengthened through the professional development course. In the Professional development Course the in-service teachers are not only equipped in the English language and methodologies in CLIL, but are also empowered to improve on what they already know.

De Mejía & Tejada (2001) reports that it is evident that empowerment is not about transferring power from the powerful to the powerless but about valuing each person's expertise and in doing so, participants become conscious of their capacities, potential, knowledge and experiences in the area. In the same way the in-service teachers have become aware of their potential by the support of the teacher, the monitor and their own.

It is also worth mentioning the creativity developed by the teacher which she reflects by referring to different resources in the classroom that might come in handy when teaching vocabulary to the children. The participants taking both Professional Development courses are also in-service teachers, which means they have contact with the learners on a regular basis. The latter lead us to understand the chance they have to apply everything that is being learned during the courses as soon as they have the opportunity. In the next section it will be explored the reflective cycle followed by the teachers in terms of applicability itself and also language development.

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Pondering the use of learned knowledge

During the last two decades the education system has laid special attention on the changing role of teachers. As a result, the concept of professional development of teachers has gained huge popularity among the academic community. However, the leading path towards the development of the professional competence is a process preceded by deep reflection on the "received knowledge" as well as on the teaching practice. This reflective process is the one that will be addressed in this section.

In every single session, the process of reflection was triggered by using different techniques such as group discussion, and reflective logs in order to identify participants' necessities regarding the course and its methodology as a way to draw a plan or improvement and also as a vehicle of successful changes inside the course and in-service teachers' professional development since the process of reflection was an ongoing process.

The design of the two professional development courses of the bilingual intervention has its foundations on a reflective model that counts with empowering tools that gradually enable the teacher to update his teaching skills and additionally to incorporate a foreign language to their competences.

The participants from the professional development course (content teachers) and the empowerment program (English teachers) have taken part in this upgrading process having as goal the achievement of the professional competence. The teachers were provided with opportunities for reflection after language exposure and implementation sessions. In most cases

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reflection took place but it did not always occur; For instance, when they were asked to mention the challenges encountered in the course, some of them did not provide very reflective replies.

SRRL3.3: "aprender cada día"

SCRL3.3: "aprender más"

DLRL2.3: "seguir aprendiendo contenido in English"

The following graph can illustrate how the reflection stage was part of the professional development course.

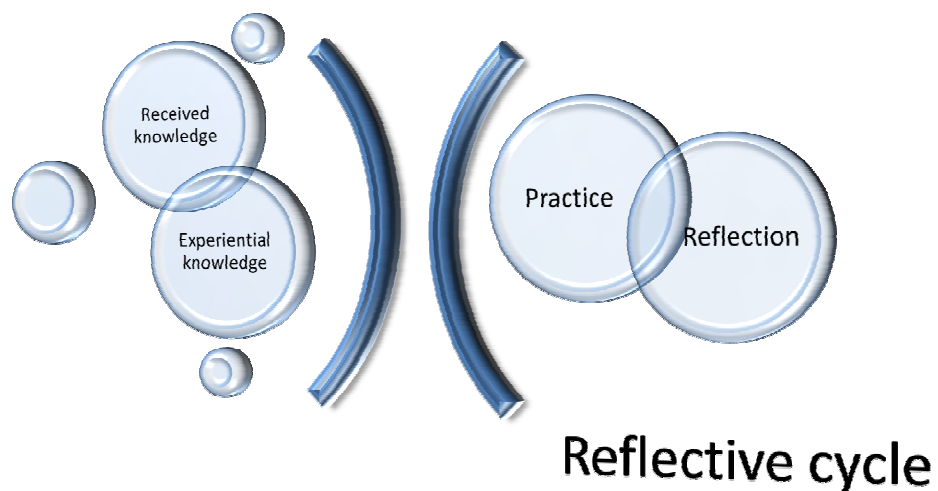


Figure 5 Adapted from the Reflective cycle designed by Michael Wallace

The reflective cycle initiates when the participants are exposed to new knowledge which is compared to previous concepts building up an upgraded schemata. For the participants who took the professional development course the "received knowledge" involved foreign language

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learning, pedagogy of the language and modeling by trainers; on the other hand the language teachers followed a process concerning the adaptation of a new language teaching approach, CLIL, and also the acquisition of team teaching skills that eventually will allow them guide the bilingual education policy integration. Both groups had the chance to carry out implementation sessions throughout the courses in their actual classes at school with view to apply the received knowledge and also supply information on the experiences obtained.

When analyzing the data provided by the participants in the form of reflective logs, implementation logs, and interviews as well as observations carried out in the natural setting. There were identified two reflection focal points which were reflection on the applicability of the professional development course and reflection upon language as part of Professional Development. It is necessary to underline that in terms of language awareness there were only data collected among the content teachers since the language teachers already had the language knowledge. To support what was previously mentioned some samples will be shared and analyzed.

Reflection on the applicability of the Professional Development and Empowerment course

Applicability refers to the process where the in-service teachers take what they have learnt and apply it to the classroom. This second term is focused on the process of constant reflection in their teaching practice when the teachers complement their previous knowledge with the new knowledge and apply it in their teaching scenario.

ALMMRL1.1:" en la clase de hoy sentí mucha más exigencia. Me gusto puesto que se trabajó aplicabilidad al currículo"

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It is seen in this example the fact that the PD classes help the in-service teachers to apply their knowledge into their own teaching; besides, the teacher expresses her positive reaction regarding demanding and challenging tasks implemented in the PD class. The participant considers that what is being learned in the PD class is pertinent to the actual curriculum that is well known by her.

In another different sample the in-service teacher makes reference to the same aspect by expressing the challenging experience that the implementation class was and the impact it had on the learners.

DMCZRLI.1: "Al principio sentí temor al realizar la actividad, y hablar todo en inglés, pero cuando vi la buena respuesta de los niños me sentí más segura y sé que puedo seguir implementando mis clases hacia el bilingüismo"

In a professional development course that is not only focused on pedagogical components but also on language development, the subjects are exposed to a wide range of data that serves as a source of reflection. In this particular case the in-service teacher is focusing specifically on the applicability of the course within the school curriculum. Larrivee (2006) specifies that it can be assured that there is reflection when a teacher focuses on a specific situation of a class with view to analyzing it in order to offer an insightful point of view of what is being presented to them. Therefore, the comment made by this participant demonstrates a moment of reflection in which she is transferring what is being presented to her to the reality where she does her teaching practice.

O0410DR3.2:" one learner asks the teacher for a class in which they could learn content for 6th grade like the anatomy of the body."

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During the PD class it could be observed that one teacher considers necessary the inclusion of a topic studied in 6th grade which is the anatomy of the body. This comment reflects a sense of applicability from the teacher on the grounds that she is considering the idea of implementing her class in English. It can also be understood that the very first barriers towards the implementation of the methodology of content based classes are being overcome and teachers are having better attitudes and much more interest in it. Richards (2001), refers to reflective teaching as a change in the way teachers usually perceive their classes, attitudes and behaviors so that critical reflection can be done. Taking into account these words it can be analyzed that this in-service teacher is changing the way she sees and thinks of her classes through reflecting on the possibility of applying the methodology developed in the PD classes which is content based teaching.

DMPFRL2.1: “Me sentí muy a gusto, ya que repase conceptos, además se aprendió a cerca de la metodología para enseñar inglés en el aula de clase”

In this sample it is noticed that the subject alludes to a review of concepts studied in other subject matters. This assertion implies referencing to the foundations of CLIL. Halliwell (2006) makes reference to this matter when talking about the integration of language in content classes. She claims that bringing existing skills and understanding to the language class provides further support when meeting an unfamiliar focus. Additionally, the review of concepts provoked a satisfying state in the participant as he states he felt pleased. Through this sample, the in-service teacher claims that he learned the methodology taught during the course to teach a foreign language which in this case is English. In a sample taken from an interview conducted to the in-service teachers, one of the participants mentions the importance of learning the language through content.

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IBV: “se me prestó pues las temáticas que abordamos porque pues en las etapas iniciales se trabajan los animales entonces trabajamos que los animales salvajes, que los animales de la granja, entonces se me facilitaba mucho las canciones, cuentos, pues ese tipo de cosas, si”

This issue is supported by Kjeo (2003) study, where reflective teaching is seen as a way of promoting successful educational changes, it is noticeable that the teacher is aware of the process he is being part of. The teacher reflects on the model presented to him by the trainer and considers the idea of changing his teaching to apply this new methodology in his classroom.

BFVRL3: “Considero que esta semana se nos ha dado ideas muy prácticas y divertidas para implementar en nuestras clases con los niños, es decir, fueron actividades muy variadas y contextualizadas con la vida cotidiana”

The participant expresses the pertinence of the activities modeled in the PD class for later implementation. He also clarifies that one important characteristic of these activities which he was exposed to was that they were varied and contextualized, which leads to reflection the application they will have and the effect on his learners since he stated that such tasks were appropriate for the daily life context of his students. By interviewing the English language teachers about the process of implementing CLIL in their classes, they corroborate what this participant mentions about the pertinence of the techniques given in this course having as a base that the English language teachers were also part of an Empowerment course about the English language.

IJHC: “se ha, después de lo que hemos visto, pues se ha tratado de incorporar temas ehh que vimos por ejemplo, yo alcance a hacer la clase en los tres novenos de cálculo la

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alcance a hacer ehhs vimos también ehhs tome de las otras compañeras en por ejemplo en sociales vimos los medios de transporte y su historia que es como de sociales”

To support this, in a research study on reflective teaching conducted in Chicago at University of Illinois (2003), explains that reflective teaching serves as a bridge between theory and practice and also as a way for professional growth. In this sample we can see how the in-service teacher connects the theory known on infant education methodologies and context of this environment to the practice, where he/she can see him/ her- self implementing them in his/ her classes.

BFVRL2.1:” considero que fue muy interesante porque se abordó una temática que se aborda siempre en el grado segundo y pues a partir de esto se nos dio unas pautas de apoyo importantes”

In this sample, the participant expresses her point of view by saying that it was “very interesting” with respect to the topic of the class on the ground that is a topic that is usually covered in second grade. Based on the findings in Cataluña (2002), the reflective teaching process evidenced during the study serves to enhance the quality of teaching, and to determine what strategies and methods are available to be implemented in English language classes. These help the in-service teachers to have a model in order to incorporate it to their own classes and improve their CLIL teaching practices. Consequently, this sample represents the support that the in-service teachers have from the trainers so that they can then feel prepared when going to implement the bilingual model.

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Reflection upon language as part of Professional Development

Throughout the Professional development course taken by the content teachers, language instruction was the reflection mechanism used for the in-service teachers to perceive themselves as learners before teachers. During the different opportunities for reflection that were given to the participants, it was observed that they reflected on the foreign language which they were learning from their perspective as learners as well as teachers providing enriching insights. The reflection process that they followed is understood as a special mental feature which allows learners pay close attention to how the language is used, but also to how they gradually master all the language skills and analyze which of those skills need improvement.

As it was previously mentioned, their comments lead to a dual focused classification; one being towards their own process as language learners and the way they see themselves as learners ,and the other one regarding their process of implementation as teachers through the English language and the necessity to improve their English language proficiency in order to teach other subjects. It is necessary to point out that when reflecting upon their own learning process they specifically emphasized the listening skill as the more challenging to them. With view to illustrate what was mentioned above, some samples taken from interviews and other sources will be reported. The subsequent samples declare the participants' insights regarding their own process as language learners.

NJJRL1.2: "creo que más que fortalezas desarrolladas es practicar el listening, que es la habilidad de mayor dificultad para mí. Es decir, esta clase despierta la curiosidad y la disposición para escuchar y poner en práctica el inglés en un contexto diferente, que es la película"

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In relation to the strengths developed during a week in the PD class, it can be seen how this teacher expresses the way in which the PD class provokes an interest in the content related to different contexts. The participant also suggested that the practice of the skills, in this case listening, is necessary in order to understand better the language. As well as in the next sample taken from an interview, the interviewees express how the listening skill is a major difficulty in their language learning process in real life contexts. . According to Andrews (2003), there must be a focus between knowledge about language and knowledge of language; this means that not only the content and the way the language is taught matters, also the way the teacher uses the language has to be reflected and improved so the students will have a complete and correct learning process.

AMI: “así, es que eso a todos los que están aprendiendo una segunda lengua se les dificulta mucho el listening porque, porque como no estamos en total exposición al lenguaje del idioma entonces siempre que vamos a escuchar un nativo siempre que vamos a escuchar un video o algo que nos contacte con el nuevo idioma siempre nos va a generar dificultad.”

In the previous sample she also reflects upon a difficulty she has identified in her language learning process leading her to being aware of the language itself. James (1996), states that the process of being aware of the language involves metacognitive reflection that not only allows the learners master the language skills but also recognize the skills that need improvement. Fogarty (2006), makes reference to meta cognition in his article “Learn to learn with metacognitive reflections” when he states that metacognition is about becoming aware of one’s strengths and weaknesses as a learner, but also about acting on that awareness to change the way of doing things in order to gain control on the learning process. In the case of this in-service

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teacher, it can be seen her reflections as a foreign language learner when she identifies her weakness but also mentions the strategies used in the PD class to change that in the exposure to the language in different contexts. To support the previews samples is a quote taken from another interview where the in-service teacher is aware that her listening skill is one of her weaknesses, even though she has had several English courses in her professional development formation, she still considers that this PD course has aided her to improve her listening skill.

Diana I: “Pues igual igual como estudie en la universidad tecnológica hice los 8 niveles primero también el inglés de la maestría también me aportó mucho sin embargo he aprendido he mejorado mucho lo que es el oído pues como que lo he educado porque la verdad para mí lo que era el listening sigue siendo algo muy difícil pero pues he ido como mejorando un poquito en este semestre.”

As a conclusion, it is relevant to say that even though listening is one of the skills that in-service teachers have come to be aware to be one of their main weaknesses, it is also the one that they consider they have strengthen the most throughout the process of this Professional Development course.

Next, it will be described how some of the in-service teachers reflect on the necessity to improve their language performance in order to teach other subjects.

INJ: “... da cierto, cierto temor de uno enseñarles algo mal a los niños o pronunciarlo mal, a mí me causa temor eso, entonces trataba de limitarme un poco hasta que yo sienta que realmente si tengo la capacidad para hacerlo...”

In the previous sample, the in-service teacher mentions her commitment to conduct a good English class; however, she expresses her fear and worry towards the implementation class

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in the target language since she considers that she has not mastered the necessary language competences very well in order to guide a complete lesson in the English language. Yeh (2005), explains that during the process of professional development, teachers experience different kinds of sensations towards the implementation of a class such as: fear to failure, and lack of students' positive response. This author adds that teachers need to take risks to implement classes in the target language given the fact that teaching is a challenging job and there might be scenarios where teachers encounter difficulties when implementing something new into the classroom; nevertheless, teachers can overcome those feelings by implementing a variety of strategies such as teachers' study groups where they can construct and share knowledge through a process of interweaving their schemata and valuable experiences.

INJ: "... La mayor dificultad, ehh, en algunos momentos no sabía cómo darme a entender, pues no sabía qué hacer, como utilizar el cuerpo, ehh, como explicarles algo sin tener que recurrir al español, porque trate de hacerla casi toda en inglés entonces a veces, y que los niños todavía no tienen la práctica de escuchar, entonces también es otro riesgo para ellos, pues es otra dificultad, tratar de entender a la profe que nunca les había hablado en inglés, entonces no pues eso nada más..."

This sample reflects that the participant considered the implementation of the class as a challenging and demanding process since the students are not used to listen to the teacher speaking English all the time. As a consequence, the in-service teacher argues her frustration when she realized that her students did not understand some instructions; therefore, she spoke in Spanish to clarify doubts. Given the fact that this is the first time doing an implementation exercise, the in-service teachers have to face different situations such as: lack of students understanding, and how to use body language to help them to comprehend; nonetheless, this

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experience enriches teachers' professional development since they are being aware of different issues related to teaching a new subject in this case English. To support this, Gutierrez and Buitrago (2009) point out that during the process of growing professionally, the teachers have to understand that there are some feelings such as: teachers' fear to failure, willing to fulfill students' needs that are normal and part of the process of professional development. These authors also express that in order to accomplish a successful professional development, the teachers need to be in constant reflection what they are doing in their learning scenario and they need also to change and innovate in their teaching practice. This innovation tends to cause fear and frustration in teachers since it is something new for them; however, throughout the time it becomes in a productive experience that allows professional development.

IBV: "... No pues tanto como dificultad no, de pronto lo que hablábamos cuando hicimos la retroalimentación, de pronto a veces uno no se da cuenta y pronuncia unas palabras con un, ósea las pronuncia mal entonces finalmente los niños están es imitando lo que uno les da, entonces pudiera ser que a veces no, no pronuncio bien algunas palabras y no me doy cuenta y resulta que los niños están aprendiendo eso, de pronto puede ser eso..."

The comments made by the in-service teachers during the interviews reveal some level of fear when implementing their classes in English. It is clear that they limited themselves due to lack of vocabulary or mispronunciation issues that could influence negatively their students' language learning. According to Harmer (2012), working with young learners requires the teacher to use the language exposing the learners to listening, so that they will produce the language. The in-service teacher is aware of this principle, which means there is a reflection upon the way the language should be performed in front of the students. Furthermore, based on

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Singh (2010), teachers should reflect constantly on the linguistic competence they are dealing with, especially when the classes are large. This means that, in large classes there are a considerable number of students learning and “replying” somehow what the teacher is saying. A study conducted by Branch (2012 Canadian University Center of Science and Education), says that inappropriate teaching training may cause a lack of skills on the communicative era because of the language and pronunciation teaching failure. The author also mentions the importance of reflecting on how to teach effectively and what we need to do so. It can be concluded that, the in-service teacher’s reflection upon how the lack of abilities on the language can damage the language learning process, is supported by authors who suggest how important and necessary these reflections are, not only that, the importance of mastering the language before teaching it to the learners.

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Teachers' professional development

The presented category emerged from the characteristics of the Professional Development Course (PDC) taken by the in-service teachers in which they experienced the process of reflection, team teaching and language awareness that contributed to their professional growth. The way the in-service teachers recognized their teaching difficulties; especially, in the English language proficiency helps to analyze how they assumed this learning opportunity to improve their teaching practice and also to apply the theory learned in this course into the places where they work.

The features of the course allow the participants of this study to gain insights on how to implement the methodology presented during the PDC and how to reflect on some issues related to their language awareness which affects their professional development given the fact that they are conscious about their own learning process , and also the role of the reflection considered as a promoter of successful changes in the in-service teachers' methodologies, strategies, teaching ideas and believes since the reflection cycle was constantly on action. This cycle started with the learning process itself when the participants of the course were exposed to English language classes; then, the cycle continued with the reflection and the analysis of their learning process in which the in-service teachers designed strategies for improving, and finally, they applied all the theory learned in the schools.

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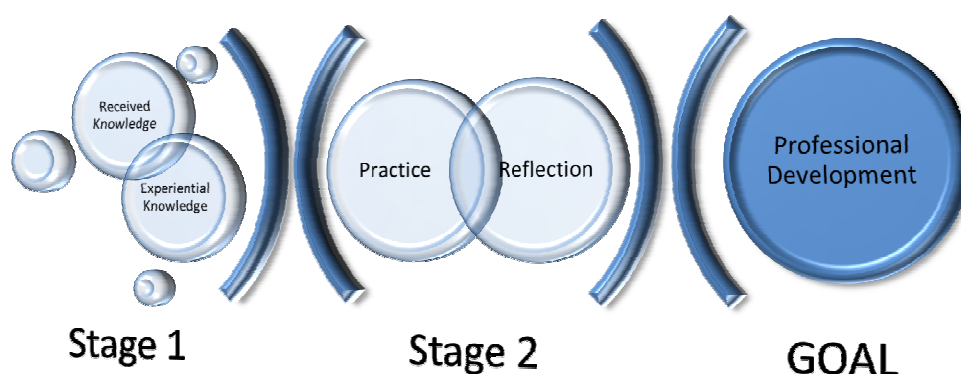


Figure 6 Adapted from the Reflective Cycle by Michael Wallace

With view to offer support to the previous statement, some samples taken from the interviews will be reported and analyzed in the next section.

Teachers' professional growth regarding the implementation of CLIL classes

Teachers' professional growth regarding the implementation of CLIL classes as a subcategory arises to complement teachers' professional development category, dealing with the in-service teachers' development reached by the participants involved in the professional development courses guided during the implementation of this project. Their professional growth is illustrated of certain teaching issues the participants had presented as aspects to enrich their teaching practices regarding CLIL since it is not the same to teach the language in isolation than to teach the language integrated to the subjects and the curriculum. That is why, it is important

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for this study to include samples regarding the professional growth the in-service teachers had through this process of implementations.

IMG: “...A ver, yo pienso que ha sido magnifico porque de todas formas uno como docente se documenta día a día y dentro de las cosas que hacían falta dentro de mi profesionalismo era la parte de inglés...”

This is another sample in which one of the participants is aware of her need to keep growing and learning. This participant states that a teacher needs to document him or herself every day, which means that they need to learn what is new in their world. Nowadays, English has been gaining importance and people are being aware of their need to learn a new language. In our country, English is stated as the language that children need to learn at school, so this participant is aware of her need to learn this language for her work. Stempinski (2011) expressed, in an article that she wrote, that every person needs to learn new skills even if he/she thinks is proficient enough in what he/she does. This can be related to what the participant says since in order to grow professionally, you need to learn new skills every time.

IBV: “...En este año pues he ganado mayor confianza, ya no me da miedo pensar que “-ay voy a enseñarle una canción a los niños, no pero que susto no-”, ya me arriesgo más, incluso me gusta mucho enseñarle las cancioncitas a los niños, eh, trabajo vocabulario con objetos que hay en el aula, dibujos, pues ya ahorita no hay nada porque los niños se fueron pero si procuro pues poner en práctica lo poco que voy aprendiendo...”

This teacher participant expresses her feelings of content due to the fact that she has been growing professionally during the PD course. At the beginning, she did not feel comfortable for using English during her classes, but now, she feels that her confidence has changed, which is

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the reason why now she likes using English with her students and teaching them what she has been learning during this professional development process. Additionally, she has learned how to use context embedded vocabulary which is more meaningful for the students, especially for children, who focus more on what they can use in their immediate context. Richards (1996) expressed that when teachers reflect on their own teaching, they change certain aspects such as their attitude towards their own teaching. In this case, the participant expresses that before the PD course, she did not feel confident enough to give a class using the English language, but now she reflected on what she has learned in the PD course and what she has been doing in her teaching and now she feels different and she feels capable of using the target language in her classes.

IMS: *“satisfecha de alguna manera, chévere de haber alcanzado diferentes cosas y en tan poco tiempo”*

Reitz (2004) explains that professional development is when teachers are aware of the process they are taking and they decide to participate in training programs in order to enrich their teaching abilities so that they can improve their teaching practice. In this extract taken from a transcription of an interview, we can see how the participant is aware of his/her achievements and expresses his/her satisfaction in how much he/ she has achieved in different areas in such short time. This is a good example of professional growth, when the participant sees his/her improvement and feels satisfied with the hard work invested in it.

FCRL1: *“Siento que poco a poco estoy avanzando y muy probablemente en mi practica estaré mejor ya que es necesario ir aplicando todo en el aula.”*

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As it is being mentioned formerly professional growth takes place gradually as the result of the reflective cycle (*Figure 2*). In the sample above, the participant reports awareness on the pace of her process and as she mentions it is very likely that in the implementation phase she will do better. Also, the participant reveals that it is crucial to put everything she is being exposed to into effect, implying that she is in fact incorporating the received knowledge into her existing schemata. As Wallace (2001) suggested, the professional competence is not an ending point but a starting one as it is indicated in *Figure 2* by the ongoing arrow after the professional competence. In the sample questioned here the participant makes clear statement of the continuing process she is following and simultaneously incorporating in her teaching practice.

IAM: *“Mi meta durante el curso era fortalecer y mejorar mis habilidades de enseñanza y en el inglés para ayudarle a los chicas y chicas a tener un mejor proceso, todo esto me sirvió como un enriquecimiento personal en mi labor como docente”*

By enquiring the in-service teacher in an interview about how was the impact of her experience as a teacher and how was the impact of taking the professional development course the participant pointed out that she wanted to improve her teaching abilities in order to help her students to achieve better results in their learning process; she also expressed that being part of the PDC enriched her role as a teacher on the grounds of the fact that she is able to say some classroom expressions in English. This issue is supported by Reitz (2004), who explains that professional development is when teachers are aware of the process they are taking and they decide to participate in training programs in order to enrich their teaching abilities so that they can improve their teaching practice.

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Teachers' collaborative work for professional development

This subcategory emerged from the most essential elements of the professional development such as: the team work the in-service teachers did inside the course, the discussion space provided in the PDC course regarding pedagogical and methodological aspects of the English language teaching. Moreover, this subcategory is complemented by in-service teachers' commitment to work as a team in a way that the content teachers and the English language teachers collaborate with each other not only in terms of language development process, but also in terms of the didactics for teaching the language. Besides, collaborative work or, in other terms, team teaching, worked as a strategy to plan classes together and give feedback each other to improve the planning of a lesson in a different language according to the following samples.

***IDiana:** “La metodología ehhh implementada pues por parte de la profe fue como mucho de trabajo colaborativo de compartir con otros eh de salir a exponer eh de participar entonces son como cositas que...que facilitan como para tanto como para el desempeño académico como personal ya”*

The participant mentioned above that the PDC allowed her to learn and share her knowledge with other colleagues in a way that she could improve her academic development and also it helps her to enrich her profile as a primary teacher because they exchange experiences which have been fruitful for them and they take advantage of those experiences in order to adapt and apply them in their daily work. Sierra-Piedrahita (2007), points out that professional development refers to practice about promoting available resources and activities in order to receive feedback not only by the teacher but also by other colleagues who are part of study groups in which teachers share experiences and views of education that allow personal and

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professional growth given the fact that collaborative learning plays an important role in all the process of professional development.

In-service teachers' response and reflection about feedback provided by the observers

This subcategory refers to the reflection process the in-service teachers were exposed to after the implementation exercises in which they were observed and feedback was provided as a way of helping in-service teachers to enhance their teaching practice and to grow professionally given the fact that they reflected on what they did well and what they did not do so well. The job of reflection was complemented by the fact that a fresh view from a professional point of view is always welcome to be aware of what and how something is being performed in to the classroom, so that improvement is carried out. This is what the in-service teachers express:

***IBV:** "...las correcciones que le hagan a uno le van a servir porque muchas veces yo puedo dar mi clase y nadie me está viendo y yo no me doy cuenta si estoy cometiendo algún error, mientras si yo sé que alguien va a venir a observarme, me va a hacer alguna sugerencia, yo las voy a tomar en cuenta para no repetir esos errores..."*

The participant declares that she is aware of the importance of noticing mistakes while on the field. For her is it relevant to be observed and to receive feedback based on those observations on the grounds that sometimes she can make mistakes and she does not realize that she is making those mistakes, while if other people go to observe what she is doing, they can tell her what she needs to improve in order for her to change those aspects of her teaching. According to Glatthorn (1995), a teacher can develop professionally by gaining experience and evaluating his/her teaching process in order to change the aspects that are not working for

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him/her. Having experience as a teacher is very important since a teacher needs to keep constantly updated, and experience is really helpful in order to improve teaching.

AMRLI.1: *“La observación fue importante ya que permite una retroalimentación, me sentí bien, presenté buenas didácticas para la comprensión del tema por parte de los educandos.”*

In this reflection, it is shown that in-service teacher is conscious about the results in the classroom while she was implementing the class in English; she could realize how good her performance was, and the proper understanding of the students. It can also be stated that the teacher is aware of the importance of feedback to grow professionally, which according to Stempiniski (2011), there will always be something to improve even though a person is already proficient in his performance.

O1511DR2.6: *“Diana Rendón says that at the beginning she felt nervous, but then she felt happy since she had a feedback session with the students and she saw that they understood the topic even though it was a difficult subject (mathematics).”*

RMNRL3: *“Sigo pensando que el modelo de formación es de alta calidad. Es consecuente con el ritmo de los docentes, impulsa el avance de competencias y está supremamente articulado a un avance permanente y de reflexión didáctica.”*

With these two samples, it can be noticed in the development of professional reflections upon teaching regarding the exploration and further improvement in the performance. Besides, the former in-service teacher evidences the importance of feedback, in this case from the students, in a teaching performance so she felt happy after feeling nervous; this is what experience gives us, based on Glatthorn (1995), who states that “teacher development is the

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professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically”. Analyzing these reflections, it can also be seen that the latter in-service teacher represents that the PD classes encourage him to reflect and advance in the process, according to Vrasidas and Glass (2004), a suitable professional development program should encourage teachers to learn more and to grow actively. It can be concluded that the samples support the importance of reflective professional development not only as teacher-learner but also the teaching performance.

Teachers’ reflection upon personal enrichment

Through the analysis of the instruments especially the interviews, it is illustrated that most of the participants of the study stated that the professional development process allowed them to enrich not only professionally but also personally in the way they could learn from the teacher who guided the PDC and also from their colleagues. They agreed that they implementation of exercises and the reflection they did inside the course helped them to understand other’s viewpoints and how to apply this in their classrooms to help also the learners to be successful learners. Besides, they express how close personal and professional growth are in terms of improvement; furthermore, the in-service teachers expressed the influence of professional development into their personal lives, they felt motivated to continue with the process when they realized they were able to perform CLIL lessons.

IFrany “solo algo ayudado mucho al crecimiento personal pero a cantidades pues enormes por queeee me ha permitido sentirme muy útil en lo que amo; en que puedo ayudar a los niños en que les puedo enseñar cosas muy agradables que les gusta que son

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de su interés por que siempre me ha gustado innovar en el proceso académico que llevamos con ellos y no me siento muy satisfecha con mi labor.”

This teacher participant expresses that the PDC was relatively useful as she could grow not only professionally, but also personally in the way that she could also ratify her love for being a teacher. In this point, it is relevant to explain that since teachers are growing professionally it also implies personal growing “personal development preceded the professional development, the pace of personal development influenced the pace of professional development and the personal development was often influenced by factors outside the professional and teaching work of the teacher” Bell and Gilbert (1994) Thus, personal development involves feelings towards the change process in which teachers are exposed to in this particular case Teaching English through CLIL, and professional development involves changing concepts and beliefs related to teaching English as well as changing classroom activities. This professional growth is possible due to the new input the teachers received during PDC courses, and also the evaluation and the practice of new teaching ideas they implemented. Based on this, the participant states that during the professional development course she learned a variety of contents that she can apply in her teaching practice as a way of inspiring innovation in her classes given the fact that she likes to change in her teaching methodologies and strategies. This issue is supported by Stempinski (2011), who states that it does not matter how proficient you are at what you do, there are always new skills you can learn and apply in your real life world on the grounds of the fact that there is a need for improvement through learning and growing and that need for improvement facilitates the process of enrichment professionally and improve our role on society.

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***IFrany:** bueno este curso ha sido eeee para mi muy beneficioso porque toda la vida le tuve jartera al inglés, nunca me gusto y ahora que ee empecé a estudiar en este curso para mí ha sido un logro muy grande. Más que un logro ha sido una bendición que llego a mi vida ¿por qué? Porque yo no me interesaba por nada del inglés ahora me motiva eeeee... si eeee ustedes como compañeras como docentes, con Claudia que es excelente me han es mostrado como otro panorama acerca del inglés y para mí ya no es como una tragedia como un trauma como una pereza sino es algo que me ha gustado mucho...*

In addition, this in-service teacher points out that the professional development course helped her to change her perception towards learning English since she considered it as a traumatic experience; but thanks to the teacher guiding the course and colleagues she now sees a different side to the learning and use of this foreign language, as well as seeing it as an enjoyable process that motives her to continue learning. In this extract we can see reflected a case of empowerment, not only from the facilitator of the course but from the colleagues as well. According to De Mejía & Tejada empowerment is the process through which the participants in the research become conscious of their capacities, potential, knowledge and experiences in the area, so that they can assume responsibilities in the development of autonomy and full participation in decision-making, not only during the research process, but also in the following phases of assessment and modification of the proposals in the light of the changes and new advances in national educational policies (de Mejía & Tejada, 2001: 3-4). Here we see how the participant becomes conscious of her potential and capacities in the English learning area which then changes her perspective of all of it in the end allowing her to do a constant reflection about her performance and results after the implementations. Also, the teacher mentioned that she felt motivated to learn and the autonomous work was encouraged by the course; the author says that

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this is one of the characteristics of empowerment, and with motivation the teacher is able to assume responsibilities of changing, modifying and correcting many different aspects of the process after new abilities and knowledge are discovered.

INJ: "...no he implementado mucho porque como te digo necesito tener primero la confianza y la certeza de que lo que vaya a hacer lo vaya a hacer bien..."

From this extract we can see that the in-service teacher is not very confident to implement a CLIL class or parts of it given that she feels that she might not be doing it right, and prefers to wait until she has the certainty that she will do it well. However, Yeh (2005) states that during the process of professional development, the teachers experience different kind of sensations towards the implementation of a class such as: fear to failure, lack of students' positive response. This author adds that teachers need to take the risks to implement classes in the target language given the fact that teaching is not a perfect job and there are moments in which teacher face different situations; nevertheless, teachers can overcome those sensation by implementing a variety of strategies such as teachers' study groups where they can construct and share knowledge through a process of interweaving their schemata and valuable experiences. In the same way, Gutierrez and Buitrago (2009), point out that during the process of growing professionally, the teachers have to understand that there are some feelings such as: teachers' fear to failure, willing to fulfill students' needs that are normal and part of the process of professional development; therefore, they should not abstain themselves from implementing classes in the target language just out of fear of failure since there will not be any improvement or experience gained if the knowledge is not put into practice.

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RESEARCH IMPLICATIONS AND PEDAGOGICAL IMPLICATIONS

This research about the implementation of a bilingual curriculum in Jaime Salazar Robledo School in Pereira Risaralda, Colombia illustrates a significant impact on what the researchers did throughout the development of this study. First of all, the researchers worked as monitors of the project which was an alliance between “*Universidad Tecnologica de Pereira*” and “*red de Universidades Alma Mater*”. Since the very beginning of the project, the researchers were exposed to different activities such as: the presentation of the project in the school, the application of a placement test to teachers who were part of the teachers’ professional development courses, the designing of speaking and writing test, and the assessment process of the speaking tests. All of those activities helped the researchers get experience on how to guide research studies and how to work with teachers in order to guide them in the process of being bilingual.

Second of all, the researchers helped the trainer teachers to plan the content classes and in some opportunities they were in charge of conducting the content classes; consequently, it represented a challenge to the researchers as they were expected to plan lessons that integrated content and methodological issues concerning the teaching and the learning process. As consequence, it had a big impact on the researchers’ professional development given the fact that it pushed them to find out information related to content classes and to be as creative as possible. Besides, it provided them with valuable input to consolidate the most relevant parts of the project such as: the literature review, the statement of the problem and the methodology.

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Once the theory and the purpose of the study were clearly defined, the researchers started with the data collection process. During this data collection process, the researchers had to develop some observations in order to be aware of the teachers' perspectives towards the professional development courses and how the teachers applied the theory learnt in the course in their teaching practice. Nevertheless, the implementation stage was at its earliest beginnings by the time the current researchers handed over the subsequent stages. This resulted in a limited view of the long-term effects in the schools in question. To a local scale, the responses of the student body to the modification of teaching methodologies and the alterations in the school curriculum would result in pertinent research for future bilingual interventions. To a larger scale, seeing how these professional development programs impact on the actual school population and the community in general would found the basis of a thorough analysis of the evolution of bilingual education in the public sector.

It is also necessary to mention that this project was shared in an ELT congress in Popayan Colombia in 2012 in which many teachers from different parts of Colombia attended with the purpose of presenting meaningful experiences related to English language teaching and learning. The presentation of this project in this congress allowed the researchers to raise awareness on how to present ideas in public and it also helped them to enrich the study on the grounds of the fact that the audience of the congress provided them comments and suggestions in order to improve the research study.

Additionally, after the process of data collection and information analysis, the researchers stumbled upon three main findings that have important implications for teachers on the grounds of implementation and designing of content classes with the objective of promoting successful educational changes in the local school in Pereira and the bilingual methodologies applied for

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teaching the English language. In reference to the different experiences lived by the in-service teachers during the integration of CLIL lessons in their curriculum, it would represent a great deal of benefit for these teachers who face changes in their original methodological baggage to part take in a program where they can keep benefitting from observations and feedback on their teaching practice, plus peer conversation which eventually will help them increase their confidence when teaching content through the target language.

Moreover, it was remarkable the awareness risen by the in-service teachers in terms of material design. The data collected allowed the researchers noticed how context sensitive the participants became during the process second language wise. Due to the nature of the methodology, CLIL, applied by the teachers' trainers and consequently by the in-service teachers on the field, it was attainable to overview several content matters which eased the process of adapting materials to the learners' needs taking a real setting as a reliable context for a referential point. Most of the participants agreed on the importance of designing and adapting subject contents with view to meeting the teaching/learning condition demands.

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LIMITATIONS

Throughout the development of this research project one of the biggest limitation the researchers faced was the time. The in-service teachers did not have enough time for developing their implementation classes since they were done at the end of the year in which the in-service teachers are grading exams and working in different committees or projects. Besides, in the professional development courses it was not possible to study more topics because they were near to the end of the courses and the year.

Another limitation was the attitude of some teachers to fill the reflective logs and provide a deep reflection of the process oriented inside the professional development courses. Either because their lack of time and urge to arrive home, or because they were not used to reflecting about their performance. This limitation caused us difficulties in the analysis process and the reflective process.

Finally, the fact that the school is located relatively far from the downtown area, the researchers found a limitation given the fact that they had to take more than 1 bus to go there and the economic resources were not enough for doing the activities planned during the development of the project.

CONCLUSIONS

The study was set out to implement a professional development program in language and content integrated teaching in order to build new bilingual learning spaces in the public school from the city of Pereira. Fifty seven in-service teachers from primary education took part in the process allowing the researchers to answer the initially formulated research questions. One of the questions regarded what was perceived during the program concerning teachers' growth while the remaining inquiry sought to determine the perceptions from the teachers towards the program.

As a response to what was seen in a Professional Development program about teachers' growth, it can be confirmed that an ongoing reflection process took place which was the outcome of the integration of previous knowledge with received knowledge through a constant cycle of practice and reflection. The participants were provided with opportunities for reflection after language exposure and implementation sessions represented in logs that after being analyzed revealed two directing axes: reflection upon the applicability of the course and on the language teaching/learning process. The fact that it was constant reflection during the program allowed the in-service teachers to achieve a professional development competence in terms of foreign language learning and foreign language teaching methodologies.

The achievement of the professional development competence was evidenced through different processes that occurred simultaneously as exposed in the reflective logs and interviews.

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By implementing CLIL lessons and reflecting upon their teaching practice afterwards, the in-service teachers became aware of the process they were being part of and also manifested the need to keep enriching their teaching abilities by expanding them. Another process that contributed to the achievement of the professional development competence was collaborative team teaching. The latter allowed the teachers to work collaboratively in terms of lesson planning and feedback sessions. Many of them claimed to have learned plenty of things from their colleagues and made reference to professional and personal growth. Feedback supplied by the teachers' trainers offered an opportunity to grow professionally as well. By raising awareness on the teaching practice, in-service teachers made room for improvement. Lastly, the subjects referred to the professional development program as an opportunity for personal growth since there were always chances to learn from the trainers and from their colleagues.

In response to the second research question concerning the teachers' perceptions towards a Professional Development program, it is necessary to mention the three-fold approach which they were classified into. First, it was analyzed the positive and negative perceptions towards the Professional Development course with the purpose of determining the insights of the teachers regarding the learning environment. Generally speaking, the teachers enjoyed the applicability and articulation of the program with the curriculum they work with.

There were also seen negative perceptions towards the program. For instance, most of the teachers struggled with the schedule since they had very limited time availability. From other points of view the program was not realistic enough since public education is far from having all the resources necessary to incorporate bilingualism into its curriculum. Second, it was explored the subjects' perceptions regarding the course content, didactics and methodology. Through the data analysis, the course was described as motivating, well structure, pertinent, and innovating.

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The methodology used was aligned with the context where it was to be implemented, so many of the participants mentioned that it was easy to them to incorporate what they learned into their teaching settings at the schools. Finally, by analyzing the participants' insights it was also possible to obtain data related to their inner feelings and attitudes towards the whole process. Feelings of frustration and fear of failure were evidenced by the teachers in the pre-implementation stage since many of them felt limited by their language skills, but much more confident attitudes were revealed in the after-implementation part of the course. The in-service teachers manifested that the support provided by the teachers' trainers and monitors was crucial to overcome the initial fears.

In summary, the participants of the study were provided with strategies and methodologies that helped them improve their teaching practice and grow professionally. Therefore, professional development was achieved through a continuing process of reflection on received knowledge and experiential knowledge in the context of professional action.

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APPENDIXES

Appendix 1

Welcoming letter for the in-service teachers

Pereira, 7 de marzo de 2012

Apreciado(a) docente, cordial saludo

Es para nosotros un placer darle la bienvenida al Proyecto de Intervención en Bilingüismo para la institución en la que Usted labora. Nos sentimos orgullosos de estar trabajando en Equipos Académicos y estamos convencidos de que sus aportes serán vitales para el desarrollo y éxito de este modelo de educación bilingüe, con enorme impacto social, académico y educativo.

Una vez los Equipos Académicos se consoliden, su participación y asistencia serán vitales para la planeación, implementación y evaluación del modelo.

¿Qué es un Equipo Académico?

Grupo interdisciplinario de docentes que están encargados de la planeación curricular en bilingüismo. Este equipo estará siempre acompañado por un par académico de la Universidad Tecnológica de Pereira. Los equipos están conformados por un docente de una materia de contenido, un docente de inglés y el par académico. Generalmente, el equipo contribuye a la construcción de planes de estudio que involucren contenidos disciplinares y de lengua extranjera.

Contamos con su participación este proyecto.

Cordialmente,
GILA (Grupo de Investigación en Lingüística Aplicada)
Universidad Tecnológica de Pereira

Nombre: _____

Firma profesor: _____

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Appendix 2

Interview format for content teachers

Nombre del entrevistado:

Institución donde labora:

Protocolo: El propósito de la siguiente entrevista es proporcionar información acerca de sus percepciones en cuando al curso del desarrollo profesional docente que ha tomado durante los últimos meses. La información proporcionada será de total confidencialidad para los investigadores del proyecto de intervención en bilingüismo aditivo, además si usted desea interrumpir la entrevista en cualquier momento lo puede hacer sin ningún inconveniente o si no desea que sus respuestas sean grabadas lo puede expresar libremente.

EXPERIENCIA PROFESIONAL

1. ¿Cuántos años de experiencia laboral ha tenido en el campo de la enseñanza?
2. ¿Cómo ha sido el impacto de su experiencia profesional en estos años como docente?
3. ¿Qué le aporato su experiencia al proceso en el curso de desarrollo profesional docente?

DESARROLLO DEL IDIOMA Y CONTENIDO EN EL CURSO

1. ¿Qué competencias comunicativas de la lengua considera que ha fortalecido durante el desarrollo del curso?
2. ¿Cuál considera usted que ha sido su mayor dificultad durante el proceso de aprendizaje del Ingles?
3. ¿Cómo esta relacionando la lengua con el contenido que ya sabe? ¿En que manera están estos interactuando?
4. ¿Cómo ha sido la experiencia de implementación de las clases de contenido en la lengua inglesa?

PERCEPCIONES SOBRE EL CURSO

1. ¿Qué opina acerca de la metodología utilizada durante el curso?
2. ¿Cómo se sintió durante el proceso en el curso de desarrollo profesional?
3. ¿Qué ha implementado en sus clases de lo aprendido en el curso?

COMENTARIOS Y SUGERENCIAS PARA EL CURSO

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Appendix 3

Interview format for English teachers

Nombre del entrevistado:

Institución donde labora:

Protocolo: El propósito de la siguiente entrevista es proporcionar información acerca de sus percepciones en cuando al programa de fortalecimiento para docentes de inglés en la metodología AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras) que ha tomado durante los últimos meses. La información proporcionada será de total confidencialidad para los investigadores del proyecto de intervención en bilingüismo aditivo, además si usted desea interrumpir la entrevista en cualquier momento lo puede hacer sin ningún inconveniente o si no desea que sus respuestas sean grabadas lo puede expresar libremente.

EXPERIENCIA PROFESIONAL

1. ¿Cuántos años de experiencia laboral ha tenido en el campo de la enseñanza?
2. ¿Cómo ha sido el impacto de su experiencia profesional en estos años como docente?
3. ¿Qué le aportó su experiencia al proceso en el programa de fortalecimiento para docentes de Inglés?

ADAPTACION DE LA METODOLOGIA AICLE

1. ¿Qué competencias de enseñanza considera que ha fortalecido durante el desarrollo del curso?
2. ¿Cuál considera usted que ha sido su mayor dificultad durante el proceso de apropiación de la metodología AICLE?
3. ¿Cómo ha manejado la incorporación del contenido de otras asignaturas en su clase de Inglés?
4. ¿Cómo ha sido la experiencia de implementación de las clases de contenido en la lengua inglesa?
5. ¿Cómo fue su experiencia con el profesor de contenido al trabajar como un equipo?

PERCEPCIONES SOBRE EL CURSO

1. ¿Qué opina acerca de la metodología utilizada durante el programa?
2. ¿Cómo se sintió durante el proceso en el programa de fortalecimiento para docentes de Inglés?
3. ¿Qué ha implementado en sus clases de lo aprendido en el programa?

COMENTARIOS Y SUGERENCIAS PARA EL PROGRAMA

Appendix 4

Implementation log format

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1. ¿Cuáles fueron sus impresiones al aplicar la actividad en el idioma inglés?

Codigo	Respuesta

2. ¿Considera que tiene aspectos para mejorar en la implementación? Si__ No__ ¿Cuáles?

Codigo	Respuesta

3. ¿Considera que necesita otras habilidades de enseñanza para implementar una clase en inglés? Si__ No__ Cuáles?

Codigo	Respuesta

4. ¿Cuáles son los desafíos en el proceso de implementación del modelo de bilingüismo en las instituciones?

Codigo	Respuesta

5. **Recomendaciones** (El proyecto es guiado por usted mismo; sus aportes son importantes) ¿Qué considera debería tenerse en cuenta en el desarrollo del proyecto?

Codigo	Respuesta

Appendix 5

Reflective log format

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Reflective Log

Pregunta # 1: ¿Cómo se sintió durante el proceso llevado a cabo en el curso de desarrollo profesional docente de esta semana?

Código	Respuesta del docente

Pregunta # 2: ¿Qué fortalezas siente que ha desarrollado durante el curso de esta semana?

Código	Respuesta del docente

Pregunta # 3: ¿Cuáles cree que son sus retos con respecto al proceso desarrollado en las clases?

Código	Respuesta del docente

Pregunta # 4: ¿Qué considera usted que debería tenerse en cuenta dentro de los procesos del curso?

Código	Respuesta del docente

Appendix 6

Observation format

Observation Format

Name of the teacher: _____

Date of observation: _____

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Itemsto be observed	Description
Classdevelopment	
Givinginstructions	
Teacher/learner interaction in unexpected situations	
Teachers-as-learners reaction towards the class (content, materials, tasks...)	
Teachers-as-learnersparticipation	
Peer work	
Languageawareness	
Comments	